



West Virginia University Calendar 1994-95

The University calendar includes the academic year, which is composed of two semesters of approximately seventeen weeks each, and two summer sessions of six weeks each.

First Semester

Wednesday, Thursday, Friday, August 17, 18, 19	New student orientation
Friday, August 19	General registration
Monday, August 22	First day of classes
Monday, August 22	Late registration fee in effect for all students
Friday, August 26	Last day to register, add new courses, make section changes, change pass/fail and audit
Monday, September 5	Labor Day recess
Tuesday, September 6	Rosh Hashanah (day of special concern)
Thursday, September 15	Yom Kippur (day of special concern)
Friday, October 7	Mid-semester
Tuesday, October 11	Mid-semester reports due
Friday, October 28	Last day to drop a class
Tuesday, November 8	Election day recess
Saturday, Nov. 19 through Sunday, Nov. 27	Thanksgiving recess
Thursday, December 8	Last day to withdraw from University
Friday, December 9	Last day of classes
Monday, Dec. 12 through Saturday, Dec. 17	Final examinations week
Sunday, Dec. 18 through Wednesday, Jan. 4	Christmas recess
Thursday, December 29	Degree conferring date (no ceremonies)

Second Semester

Wednesday, Thursday, Friday, January 4, 5, 6	New student orientation
Friday, January 6	General registration
Monday, January 9	First day of classes
Monday, January 9	Late registration fee in effect for all students
Friday, January 13	Last day to register, add new courses, make section changes, change pass/fail and audit
Monday, January 16	Martin Luther King Jr., birthday recess
Tuesday, February 7 (Not a Holiday)	West Virginia University Day
Friday, February 24	Mid-semester
Tuesday, February 28	Mid-semester reports due
Saturday, March 4 through Sunday, March 12	Spring recess
Friday, March 24	Last day to drop a class
Friday, April 14	Friday before Easter recess
Saturday, April 15	Passover (day of special concern)
Thursday, April 27	Last day to withdraw from University
Friday, April 28	Last day of classes
Monday, May 1 through Saturday, May 6	Final examinations week
Monday, May 8	Grade reports for all graduates due in dean's office
Tuesday, May 9	Dean's reports on graduates due in admissions and records
Saturday, May 13	Alumni Day
Sunday, May 14	Commencement

1995 Summer Session I

Monday, May 23	Registration, first day of classes
Wednesday, May 24	Late registration fee in effect
Friday, May 26	Last day to register, add courses, make section changes
Monday, May 29	Memorial Day recess
Tuesday, June 13	Last day to drop a class
Wednesday, June 28	Last day to withdraw
Friday, June 30	Last day of classes; final exam day

1995 Summer Session II

Monday, July 3	Registration, first day of classes
Tuesday, July 4	Independence Day recess
Wednesday, July 5	Late registration fee in effect
Friday, July 7	Last day to register, add courses, make section changes
Monday, July 24	Last day to drop a class
Tuesday, August 8	Last day to withdraw
Wednesday, August 9	Last day of classes; final exam
Monday, August 21	Degree conferring date (no ceremonies)

West Virginia University

1994-96

Graduate Catalog

West Virginia University does not discriminate on the grounds of race, color, national origin, sex, age, veteran status, sexual orientation, or handicap in the administration of any of its educational programs, activities, or with respect to admission and employment. Inquiries may be directed to the Section 504, Title IX Coordinator, Office of the President.

The 1994-96 West Virginia University Graduate Catalog, published by Publications Services, is a general source of information about course offerings, academic programs and requirements, expenses, rules, and policies. The courses, requirements, and regulations contained herein are subject to continuing review and change by the University of West Virginia Board of Trustees, University administrators, and the faculties of the colleges and schools to meet the goals and objectives of the University. The University, therefore, reserves the right to change, delete, supplement, or otherwise amend at any time the information, course offerings, requirements, rules, and policies contained herein without prior notice.

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Veterans Educational Assistance

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1993-94

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WVU Board of Advisors

1993-94

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Part 1 Governance and Organization of WVU

The University of West Virginia Board of Trustees is vested by law with the authority for the control and management of the University and certain other state institutions of higher education. Serving on the Board are nine members appointed by the Governor, with advice and consent of the Senate, and four ex-officio members including a faculty member chosen by the Trustees' Advisory Council of Faculty, a staff member representing the Trustees' Advisory Council of Classified Staff, and a student named by the Trustees' Advisory Council of Students and the State Superintendent of Schools. The president, appointed by the Board of Trustees, is the chief executive officer of the University.

**UWV
Board
of
Trustees**

The University's 11-member Board of Advisors reviews all WVU proposals involving its mission, academic programs, budget, capital facilities, institution-wide personnel policies, and other matters requested by the president. The Board of Advisors also serves as the search and screening committee for new university presidents under guidelines established by the Board of Trustees. In this role, the Board of Advisors appoints three additional WVU faculty and the Board of Trustees appoints three additional members to comprise a 17-member committee.

**WVU
Board
of
Advisors**

The Faculty Senate is the vehicle for faculty participation in the governance of the University. It has original jurisdiction over all matters of academic interest and educational policy that concern the entire University or affect more than one college or school. The senate's decisions are subject to review and approval by the president and the Board of Trustees. Senators are elected by members of the University faculty to represent their colleges and other constituencies. Each constituency is entitled to one senator for twenty members of the University faculty. The senate normally meets the second Monday of each month. The senate elects a faculty chair each year to preside over the meetings of the senate and the executive committee. Three faculty members also serve on the Vice Presidents' Advisory Committee for Promotion and Tenure. The president meets regularly with the cabinet and monthly with the Faculty Senate Executive Committee, the staff council, and student administration.

**Faculty
Senate**

The University Faculty Assembly includes the University president as presiding officer, vice presidents, academic deans, associate deans, professors, associate professors, assistant professors, and instructors holding appointments on a full-time basis. The assembly meets once a year in September. West Virginia University also has a tradition of strong student administration that touches all aspects of student life and represents student opinion to the administration and faculty. Student administration has three main units: the executive branch, the 11-member board of governors, and the judicial board. Students also serve on University-wide committees and on the Mountainlair Advisory Council.

**Faculty
Assembly**

Non-teaching classified employees belong to the Staff Council, which consists of twelve members elected by their fellow employees in six occupational groups, or to Laborers' International Union Local 814, AFL-CIO, which represents many employees.

**Staff
Employees**

West Virginia University is a member of the North Central Association of Colleges and Schools. The University's educational programs are accredited by the North Central Association and by the appropriate accreditation agencies for professional programs.

WVU Administration
Secretary for Education and the Arts
Barbara Harmon-Schamberger

President's Cabinet

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Deans

College of Agriculture and Forestry/Agricultural and Forestry
Experiment Station, Barton S. Baker, (Interim)
Eberly College of Arts and Sciences, Gerald E. Lang
College of Business and Economics, Robert Maust (Interim)
College of Creative Arts, Philip Faini
School of Dentistry, Robert Moore

College of Engineering/Engineering Experiment Station, Robert M. Desmond
College of Human Resources and Education, Jane Applegate
Perley Isaac Reed School of Journalism, Emery Sasser
College of Law, Teree Foster
Library Services, Ruth M. Jackson
School of Medicine, Robert M. D'Alessandri
College of Mineral and Energy Resources, Robert L. Grayson
School of Nursing, E. Jane Martin
School of Pharmacy, Sidney A. Rosenbluth
School of Physical Education, Dana Brooks
School of Social Work, Karen V. Harper
Student Life, Herman L. Moses

Directors

Academic Advising, Nicholas G. Evans
Academic Computing, James Woolen
Admissions and Records, Glenn G. Carter
Aerospace Studies, Col. John Gurtcheff
Alumni Association, Steven Douglas
Budget Planning, Narvel G. Weese, Jr.
Bureau of Business Research, Tom S. Witt
Career Services Center, Robert L. Kent
Center for Black Culture and Research, William A. Little
Center for Women's Studies, Jeanne Gerlach (Interim)
Computing Services, William J. Logar
Controller, Scott A. Ludlow
Counseling Services, Philip E. Comer
Environmental Health & Safety, Roger L. Pugh
Facilities Planning & Mgmt., James Shaub
Gerontology Center, Rick A. Briggs (Interim)
Housing and Residence Life, Carole Henry
Human Resources, Drayton R. Justus
Institutional Analysis & Planning, Kathleen K. Bissonnette
Intercollegiate Athletics, Edward M. Pastilong
Internal Auditing, William R. Quigley
International Programs, Edna L. McBreen
Military Science, Lt. Col. Raymond E. Peterson
Mountainlair, Daniel N. Adams
Nat'l Research Ctr. for Coal & Energy, Richard A. Bajura
News & Information Services, Rebecca Lofstead (Interim)
Off-Campus Credit, Virginia Richmond (Interim)
Parking, Transportation & Mail Service, Robert J. Bates
Physical Plant, Dorsey D. Jacobs
Printing Services, Paul H. Stevenson

Publications Services, John Luchok
 Public Safety, Robert E. Roberts
 Purchasing & Inventory Management, Philip A. Ondo
 Radio and Television Services, Susan E. Davis
 Regional Research Institute, Andrew M. Isserman
 Sponsored Programs, William W. Reeves
 Student Activities & Educational Programs, David H. Taylor
 Student Financial Aid, Neil Bolyard
 Summer Sessions, Russell Dean
 Telecommunications, Floyd R. Crosby, Jr.
 University Honors Program, William E. Collins
 University Graduate Studies, Robert E. Stitzel (interim)

Distinguished Professors

Marie Ashe, Roscoe P. Posten Professor of Law.
 Forest J. Bowman, Hale J. Posten Professor of Law.
 Franklin D. Cleckley, Arthur B. Hodges Professor of Law.
 O.B. Conaway, Benedum Professor of American Government, *Emeritus*.
 Robert W. Cook, Kmart Chair of Marketing.
 Bernard R. Cooper, C. W. Benedum Professor of Physics.
 Charles R. DiSalvo, Woodrow A. Potesta Professor of Law.
 Georg Eifert, Eberly Family Professor of Clinical Psychology.
 William W. Fleming, Mylan Chair of Pharmacology.
 Edmund B. Flink, C. W. Benedum Professor of Medicine.
 Gabor B. Fodor, Centennial Professor of Chemistry, *Emeritus*.
 Ruel E. Foster, C. W. Benedum Professor of English, *Emeritus*.
 Frank Gagliano, C. W. Benedum Professor of Theatre.
 Rakesh K. Gupta, GE Plastics Professor of Materials Engineering.
 George A. Hedge, Edward J. Van Liere Professor of Physiology.
 Anthony Hilton, Eberly Family Professor of Mathematics.
 Robert Hoeldtke, Charles E. Compton Chair of Nutrition.
 Ronald L. Klein, Power Professor of Electrical and Computer Engineering.
 David Lalka, Glover Professor of Pharmacy
 Ronald L. Lewis, Eberly Family Professor of History.
 Robert S. Maust, Louis F. Tanner Distinguished Professor of Public Accounting.
 Brian McHale, Eberly Family Professor of American Literature
 Thomas P. Meloy, C.W. Benedum Professor of Mineral Processing.
 William H. Miernyk, C. W. Benedum Professor of Mineral Resources, *Emeritus*.
 Andre Moenssens, William J. Maier Professor of Law.
 Franklin Parker, Benedum Professor of Education, *Emeritus*.
 Syd S. Peng, Charles T. Holland Professor of Mining Engineering.
 Hayne W. Reese, Centennial Professor of Psychology.
 Martin W. Schein, Centennial Professor of Biology, *Emeritus*.
 Mohindar Seehra, Eberly Family Professor of Physics.
 Kenneth Showalter, Eberly Family Professor of Chemistry.
 Dudley Studlar, Eberly Family Professor of Political Science.
 George W. Weinstein, Jane McDermott Shott Chair of Ophthalmology.

WVU Degree Programs

College of Agriculture and Forestry

Agricultural Economics	M.S.	
Agricultural Education	B.S.Agr.	M.S.
Agricultural Sciences		Ph.D.
Agriculture	M.Agr.	
Agromony		M.S.
Animal & Veterinary Sciences	B.S., B.S.Agr.	M.S.
Entomology		M.S.
Environmental Microbiology		M.S.
Family Resources	B.S.Fam.Res.	M.S.
Forest Resources Management	B.S.F.	
Forest Resources Science		Ph.D.
Forestry	M.S.F.	
Genetics and Developmental Biology	M.S.	Ph.D.
Horticulture		M.S.
Landscape Architecture	B.S.L.A.	
Natural Resource Economics		Ph.D.
Plant Pathology		M.S.
Plant and Soil Sciences	B.S.Agr.	
Recreation & Parks Management	B.S.R.	M.S.
Reproductive Physiology		M.S. Ph.D.
Resource Management	B.S., B.S.Agr.	
Wildlife and Fisheries Resources		M.S.
Wildlife Resources	B.S.	
Wood Industries	B.S.F.	

Eberly College of Arts and Sciences

Biology	B.A.	M.S.	Ph.D.
Board of Regents	B.A.		
Chemistry	B.A., B.S.	M.S.	Ph.D.
Communication Studies	B.A.	M.A.	
Computer Science	B.S.	M.S.	Ph.D.
Economics	B.A.		
English	B.A.	M.A.	Ph.D.
Foreign Languages	B.A.	M.A.	
Geography	B.A.	M.A.	
Geology	B.A., B.S.	M.S.	Ph.D.
History	B.A.	M.A.	Ph.D.
Interdepartmental Studies	B.A.		
Liberal Studies		M.A.L.S.	
Mathematics	B.A.	M.S.	Ph.D.
Philosophy	B.A.		
Physics	B.A., B.S.	M.S.	Ph.D.
Political Science	B.A.	M.A.	Ph.D.
Psychology	B.A.	M.A.	Ph.D.
Public Administration		M.P.A.	
Sociology and Anthropology	B.A.	M.A.	
Statistics	B.S.	M.S.	

College of Business and Economics

Accounting	B.S.B.Ad.	
Business Administration	B.S.B.Ad.	M.B.A.
Business Management	B.S.B.Ad.	
Economics	B.S.	M.A. Ph.D.
Finance	B.S.B.Ad.	
Industrial Relations		M.S.
Marketing	B.S.B.Ad.	
Professional Accountancy		M.P.A.

College of Creative Arts

Art	B.A.	M.A.	
Music	B.M.	M.M.	D.M.A., Ph.D.
Theatre	B.F.A.	M.F.A.	
Visual Art	B.F.A.	M.F.A.	

School of Dentistry

Dental Hygiene	B.S.	M.S.	
Dentistry			D.D.S.
Dental Specialties		M.S.	

College of Engineering

Engineering		M.S.E.	Ph.D.
Aerospace Engineering	B.S.A.E.	M.S.A.E.	
Chemical Engineering	B.S.Ch.E.	M.S.Ch.E.	
Civil Engineering	B.S.C.E.	M.S.C.E.	
Computer Engineering	B.S.Cp.E.		
Electrical Engineering	B.S.E.E.	M.S.E.E.	
Industrial Engineering	B.S.I.E.	M.S.I.E.	
Mechanical Engineering	B.S.M.E.	M.S.M.E.	
Occupational Health and Safety Engineering		M.S.	

College of Human Resources and Education

Education		Ed.D.	
Counseling		M.A.	
Education Administration		M.A.	
Educational Psychology		M.A.	
Elementary Education	B.S.E.Ed.	M.A.	
Reading		M.A.	
Rehabilitation Counseling		M.S.	
Secondary Education	B.S.S.Ed.	M.A.	
Special Education		M.A.	
Speech Pathology and Audiology ..	B.S.	M.S.	
Technology Education		M.A.	

Perley Isaac Reed School of Journalism

Journalism B.S.J. M.S.J.

College of Law

Law J.D.

School of Medicine

Anatomy M.S. Ph.D.
Biochemistry (Medical) M.S. Ph.D.
Community Health Promotion M.S.
Exercise Physiology M.S. Ed.D.
Medical Technology B.S. M.S.
Medicine M.D.
Microbiology and Immunology (Medical) M.S. Ph.D.
Pharmacology and Toxicology M.S. Ph.D.
Physical Therapy B.S.
Physiology (Medical) M.S. Ph.D.
Public Health M.P.H.

College of Mineral and Energy Resources

Engineering of Mines B.S.E.M. M.S.E.M.
Mineral and Energy Resources M.S.
Mineral Engineering Ph.D.
Mineral Processing Engineering B.S.
Petroleum Engineering B.S.Pet.E. M.S.Pet.E.
Safety and Environmental Management M.S.

School of Nursing

Nursing B.S.N. M.S.N.

School of Pharmacy

Pharmaceutical Sciences M.S. Ph.D.
Pharmacy B.S.Pharm. D. Pharm.

School of Physical Education

Physical Education B.S.P.Ed. M.S. Ed.D.
Sport and Exercise Studies B.S.P.Ed.

School of Social Work

Social Work B.S.W. M.S.W.

Part 2 Graduate Education at West Virginia University

The origin of graduate education can be traced to the medieval universities of Europe; the goal for graduate study has remained unchanged over the intervening centuries. A student undertakes such study in order to gain a deeper knowledge in a particular academic discipline and to become able to demonstrate to the faculty and practitioners in the field the attained mastery of knowledge. Consequently, graduate study cannot be defined primarily in terms of semester hours of course work beyond the baccalaureate, even though minimum course work requirements are commonly specified for graduate degrees. Minimum requirements set the lower limit for an integrated plan of study.

Graduate students are expected to become participating members of the University community and are encouraged to attend the lectures presented by visiting scholars, to listen to academic discussions of their faculty, to serve on departmental committees, and to study with their fellow graduate students. The purpose of residency requirements is to promote such participation in the academic affairs of the university.

Seminars

Graduate students enrolled in a graduate program within West Virginia University are expected to participate in a seminar course throughout their graduate career. Depending on the objectives set by a particular graduate program, seminars may:

- provide an opportunity for the student to be exposed to a variety of topics;
- give the student insight into the methods by which to communicate the significance of their research;
- allow the student to hear outside speakers; or
- engender discussion with faculty concerning research and the development of research methodology.

Minimum Admission Standards

At WVU, the minimum standards for admission to graduate study are set by the University Graduate Council. Beyond this point, however, faculty members in a given graduate program have complete control over who is to be admitted to undertake graduate study under their supervision; and ultimately it is they who certify which students have demonstrated sufficient mastery of the discipline to qualify for a graduate degree. While a student may be admitted for the purpose of enrolling in advanced course work, only the program faculty may grant permission for the pursuit of a degree. Likewise, a student will not be recommended for a degree until the graduate faculty of a program has indicated in writing that the student has gained the desired knowledge.

Policies

The graduate catalog sets forth the policies and rules for graduate education. It is essential that all students beginning study at the graduate level become familiar with regulations for graduate study in general as well as with the requirements of their own programs—both of which are detailed in this catalog. **Each student should request a graduate catalog when beginning graduate study and become conversant with its contents.**

Academic Common Market

West Virginia provides its residents the opportunity, through the Academic Common Market (ACM) and through contract programs, to pursue numerous academic programs not available within the state. Both programs permit West Virginians to enter out-of-state institutions at reduced tuition rates. Contract programs have been established for study in optometry, podiatry,

and veterinary medicine. ACM programs are restricted to West Virginia residents who have been accepted for admission to one of the specific programs at designated out-of-state institutions. Through reciprocal agreement, WVU allows residents of states within the ACM to enroll in graduate and undergraduate programs on a resident tuition basis.

Further information may be obtained through the Assistant Vice President for Curriculum and Instruction, Stewart Hall, West Virginia University, P.O. Box 6203, Morgantown, WV 26506-6203. Application must be made through the higher education authority of the state of residence. For West Virginia residents, this authority is the University of West Virginia Board of Trustees, 950 Kanawha Boulevard East, Charleston, WV 25301.

Organization of Graduate Education

West Virginia University, which is both the comprehensive and land-grant university in the West Virginia system of higher education, offers graduate work leading to 78 master's degrees and 32 doctoral degrees. The graduate programs are administered by 15 schools and colleges of the University and by some inter-unit committees.

The assistant vice president for curriculum and instruction oversees the policies governing graduate education and monitors the quality of graduate programs. The assistant vice president reports to the provost and vice president for academic affairs and research and works closely with the vice president for health sciences; the director of graduate studies reports to the assistant vice president for curriculum and instruction.

The University Graduate Council consists of twelve elected faculty representatives from the schools and colleges offering graduate programs and four *ex-officio* non-voting members representing the provost, the vice president for health sciences, the senate executive committee, and the graduate and professional student association. **The council derives its authority from the faculty and from the provost and vice president for academic affairs and research.** This body formulates, reviews, and recommends University-wide graduate education policies. The council reviews proposals for new graduate programs, evaluates major revisions in graduate curricula, coordinates periodic program reviews, establishes the University criteria for graduate faculty membership, and considers such other matters affecting graduate education as are brought to the council by an administrative officer of the University, a graduate faculty member, or a graduate student. The duties of the University Graduate Council include responsibility for graduate programs both on- and off-campus.

Schools and colleges manage most of the day-to-day operation of graduate education. They determine the level of participation by individual faculty members, they specify requirements for programs under their jurisdiction, and they certify students for graduation.

Members of the graduate faculty continue to play the most important role in graduate education. They are responsible for program content, they serve on graduate student committees, and they assure the quality of preparation of the University's graduates.

- Regular members may chair students' committees or direct master's and doctoral research, theses, and dissertations.
- Regular members must hold appointments in tenure track positions.
- Regular members must hold either a terminal degree or have demonstrated equivalent scholarly or creative achievement as defined by their school

Assistant Vice President for Curriculum and Instruction

Graduate Council

Schools and Colleges

Graduate Faculty

Regular Membership

or college. The definition of equivalent credentials must include, as a minimum, the attainment of the rank of associate professor.

- Regular members must present evidence of continuing scholarly, research, or creative activity.

Schools and colleges set and publish quantitative and qualitative criteria regarding scholarly activity. These criteria are to be applied for the appointment as well as continuation of graduate faculty membership. **These initial criteria and any subsequent amendments or changes are subject to approval of the University Graduate Council** and usually include many of the following: publication in major peer review journals, publication of books and book chapters, invited and/or competitively-selected presentations of scholarly work at national and international meetings, and/or presentations and performance of artistic work at professionally-recognized affairs.

Associate Membership

Associate members may perform the same function as regular members with the exception of chairing students' committees or directing master's theses and doctoral dissertations (or equivalent). It is the prerogative of the schools and colleges to establish and publish their own criteria for associate membership. These initial criteria and any subsequent amendments or changes are subject to approval of the University Graduate Council and should include one or more of the following requirements: research activity, scholarly publications, artistic performances or presentations, teaching experience, and service on previous committees.

Exceptions

The following individuals must meet the same criteria (regular or associate) for review, approval, and continuation as graduate faculty:

- Visiting professors may be appointed as members of the graduate faculty for the term of their appointments but cannot chair committees.

- Faculty holding non-tenure track appointments may be considered for graduate faculty membership but cannot chair committees.

- Emeritus faculty members may remain on the graduate faculty, subject to review.

- Off-campus professionals willing to participate in graduate education may be acceptable as graduate faculty but may not chair student committees (exceptions may be approved by the University Graduate Council).

- Individuals holding faculty appointments in institutions participating in cooperative doctoral programs may be considered graduate faculty, subject to school or college review.

Degree Candidates

Normally, no candidate for a degree at WVU may be a regular or associate member of the graduate faculty. Individuals seeking exceptions to this policy must submit a petition to the University Graduate Council.

Evaluation of Graduate Faculty

Individuals interested in appointment to the graduate faculty must request their evaluation for initial membership. Associate members interested in reclassification as regular members must request evaluation. Faculty seeking graduate faculty status must first be evaluated by the school or college in which they hold their primary faculty appointment. If a faculty member holds a secondary appointment in another school or college or wishes to have graduate faculty status in a second school or college, this is permissible; however, faculty may not be designated a regular graduate faculty member in any school or college if such a status is not held in the primary school or college.

Time Schedule

Schools and colleges should establish an appropriate time schedule for evaluating faculty for initial appointment to the graduate faculty and for upgrading graduate faculty status. All graduate faculty are reviewed annually. The annual review is intended to assist graduate faculty members in gauging

their continued progress in scholarship, research, or creative activity. **The review process for graduate faculty membership should coincide with the annual review process of all faculty.** Schools and colleges determine the appropriate mechanisms by which faculty are reviewed (School or College Graduate Council, Promotion and Tenure Committee, etc.). The results are placed in the individual's personnel file.

Once every three years, the graduate faculty review of individuals must be accompanied by a decision to continue or discontinue their current level of membership. A faculty member whose graduate faculty membership is discontinued or changed from regular to associate status will be permitted to complete current responsibilities but may only assume additional responsibilities which are consistent with the new status.

Appeals regarding graduate faculty membership classification shall be handled through grievance procedures identified in *Policy Bulletin 36*. Exception to any of the above must be approved by the University Graduate Council.

No faculty member holding instructor or professorial rank in a program unit (department, division, interdisciplinary committee, etc.) may be admitted to a graduate degree program offered through that unit. Only those people with a rank of teaching fellow, lecturer, etc. can simultaneously pursue a degree in their own unit. Faculty holding instructor or professorial rank may be admitted to a graduate degree program in another program unit.

Application

Graduate study at WVU can be compared to a contractual arrangement between the student and the graduate faculty of the University. **The student's rights, privileges, obligations, and responsibilities are contained in the graduate catalog, the plan of study, and, if research is one of the degree program requirements, the prospectus.** Although not contracts in the formal legal sense, they are agreements between the University and a student for the accomplishment of planned educational goals.

The *WVU Graduate Catalog* in effect when a student begins work toward an advanced degree constitutes the agreement between the student and West Virginia University. If there are major changes in the catalog during the course of a student's studies, a student, with the approval of his/her adviser, may agree to meet the conditions of the graduate catalog of a later year. **An agreement to change to a later catalog is an agreement to meet all the conditions of the later edition.** Students must abide by catalog changes if the changes were promulgated by the Board of Trustees or local, state, or federal law.

Many programs at WVU require graduate record examination (GRE or GMAT) scores from all applicants, but in no program is an examination score the sole criterion for admission. Some programs require both the general aptitude and the appropriate advanced tests before considering an applicant for admission. Other programs require different tests, such as the Miller Analogies. **Specific admission requirements are found in the program sections of this catalog.** Students should take the tests required for their prospective graduate majors before enrollment in graduate studies. If GRE or GMAT tests are required, the applicant should request the Educational Testing Service to forward scores to the WVU Office of Admissions and Records.

Applications to take the GRE or GMAT must be mailed to the Educational Testing Service, Princeton, NJ 08540, at least one month before the examination date. Information about the Miller Analogies Test may be obtained from

Continuance

Appeals

**Faculty
Pursuing
Advanced
Degrees**

**Nature of
Graduate
Study**

**GRE/
GMAT**

**Miller
Analogies**

Application

the psychology department or the counseling service of the applicant's undergraduate institution. At WVU, contact the Student Counseling Service, telephone 293-4431.

Initial Inquiry

Prospective graduate students are urged to apply for admission as early as possible. The first inquiry from a person interested in a degree program should request information from the department, division, school, or college offering the program. The reply to such an inquiry will include instructions for applying to the particular program.

**Forms/
Fee**

In all cases, application for admission to graduate study must be made on standard forms provided by the Office of Admissions and Records. The completed form is returned to the Office of Admissions and Records and must be accompanied by payment of a nonrefundable special service fee.

Transcripts

Applicants must at the same time arrange for an official transcript to be sent directly to the Office of Admissions and Records by the registrar or records office of the college of their baccalaureate degree. Transcripts should be requested from all institutions attended in the course of undergraduate or graduate study. Transcripts received by the Office of Admissions and Records become the property of WVU. No one is admitted to graduate study who does not hold a baccalaureate degree.

If an applicant meets the minimum admission requirements of WVU, a copy of the application is forwarded to the faculty of the program of interest. Any graduate degree program is permitted to set admission requirements beyond the minimum admission standards of the University. **No one can pursue an advanced degree at WVU unless admitted to the appropriate degree program.** A student who wishes to take courses after completing a degree must submit a new application and pay the nonrefundable service fee.

Non-degree Applicants

Students not wishing to pursue an advanced degree may apply for admission as non-degree graduate students. Applicants must complete the standard application form, pay the nonrefundable special service fee, state the area of intended study, and present evidence of a baccalaureate degree.

Second Review

Any applicant who is refused admission may have his or her application reviewed again within a year instead of submitting a new application form and fee. Any applicant who fails to enroll within a year after acceptance must reapply in the regular manner for consideration for a subsequent year.

Reapplication

When students graduate or complete the program for which they applied, they must reapply and be readmitted before taking further course work at WVU. This policy assures that the University is informed of students' objectives and assigns them an appropriate adviser. Students are assessed the application fee for each new application.

Continuance

Master's degree students are permitted to continue in a program for a maximum of eight years under their original application. Students who have not been active students for two years must reapply and be readmitted. The application fee is assessed.

**Concurrent or
Additional
Master's
Degree**

University policy permits students to obtain more than one master's degree. In these cases, a separate application is required for each program. Each application must be accompanied by payment of a nonrefundable special service fee.

If a student seeks more than two master's degrees, the student must petition the Office of the Assistant Vice President for Curriculum and Instruction for permission to apply. The petition must state in writing the student's objectives for obtaining another master's degree. The purpose of the petition is to assure that the student receives appropriate academic counseling.

A student desiring to obtain more than one master's degree must successfully complete sufficient additional credit hours to constitute 75 percent of the credit hours required by the additional master's degree program. An individual graduate unit may require a higher percentage of credit to be earned under its direction.

Inactive students who wish to become active should report to the Office of Admissions and Records and complete the required forms to update their University records and pay the program reactivation fee. Degree students who have been inactive for eight or more years are not eligible to reactivate but must reapply for admission.

Reactivation
Application

International Students

West Virginia University is authorized under federal law to enroll nonimmigrant foreign nationals as students. International students wishing to enroll for graduate work at WVU must comply with the stated academic requirements for admission and with certain additional academic and nonacademic requirements.

International applicants should forward a letter of inquiry one year before they intend to begin study in the United States. The University receives a large number of applications from international students. For this reason and because of the time required for the student to make visa and financial arrangements, April 1 has been established as a deadline after which applications cannot be processed for fall admission. International students applying for admission to West Virginia University must submit the following:

Letter
of
Inquiry

- A completed international student admission application;
- The mandatory application fee;
- The official results of the Test of English as a Foreign Language (TOEFL). TOEFL results must be sent directly to WVU by the Educational Testing Service (ETS);
- Original or certified copies of the applicant's official academic record in the original language of issue. Applicants who have studied in the United States are required to have the institutions send an official transcript directly to WVU;
- Original or certified copy of official certification of degree in the original language of issue;
- Official English translations of the applicant's academic record and certification of degree;

Required
Materials

All of the items listed above should be sent to the Office of Admissions and Records, West Virginia University, P.O. Box 6009, Morgantown, West Virginia 26506-6009. All material must be received by the application deadline. **All application materials should be submitted at one time if possible;** TOEFL scores and official transcripts from institutions within the United States should be requested so that these materials arrive at WVU at about the same date as the other application materials. Incomplete applications can not be guaranteed consideration for the desired semester. Applicants are encouraged to contact the academic program of interest for information about requirements other than those listed above.

International students requiring a form I-20 or IAP-66 for student or exchange visa must provide certification of adequate financial resources. Generally, the student must provide an official bank statement showing the availability of the appropriate funds. If a private sponsor will be the student's source of support, the sponsor must submit a letter showing intent to sponsor

Financial
Documents/
Student
Visa

and an official bank statement showing the availability of the appropriate funds. Other forms of support could include sponsorship certifications from the student's government or other sponsoring agency. In all cases, original or certified copies of financial/sponsorship documents must be submitted before the I-20 or IAP-66 can be issued.

**English
Proficiency/
TOEFL
Scores**

All applicants whose first language is not English must provide proof of English language proficiency. West Virginia University uses the Test of English as a Foreign Language (TOEFL) as the measure of English language proficiency. A score of 550 on the TOEFL is the minimum required of all such applicants. Applicants must make arrangements to take the TOEFL well in advance of the desired date of enrollment at WVU. Information about registration for the TOEFL can be obtained by writing to the Educational Testing Service, P.O. Box 6154, Princeton, New Jersey 08541-6154, USA or by contacting the local office of the United States Information Service (USIS).

Applicants who have received a high school diploma or a bachelor's degree in the United States need not submit TOEFL results.

**Intensive
English
Program**

In some cases, it may be possible to consider applications for students who lack adequate TOEFL scores and will enroll in the West Virginia University Intensive English Program. Such applicants must contact the intensive English program directly and notify the Office of Admissions and Records of their intentions. Applicants for graduate programs should also notify the academic department of interest of their intentions. Admission to the intensive English program does not guarantee admission to the University or to a specific program of study. Inquiries about the intensive English program should be directed to:

Intensive English Program
Department of Foreign Languages
West Virginia University
P.O. Box 6298
Morgantown, WV 26506-6298

**Official
Documents**

West Virginia University requires the submission of original academic documents or certified copies of the original academic documents from institutions located outside of the United States. The required documents include the official academic record (showing course titles, dates courses were taken, and grades received) and diplomas or certificates showing the degree awarded. These documents must be in the original language of issue. Official English translations must be provided with the official academic credentials in the original language. Any translation of a document must be a literal, word-for-word translation and must indicate actual grades received, not an interpretation of the grades.

**Academic
Records**

Applicants for graduate programs must submit academic records from all post-secondary education. In some cases, it may be necessary for graduate applicants to submit records from secondary school.

Documents received by West Virginia University can not be returned to the applicant. It is therefore recommended that students who have only their original academic documents submit certified copies of their credentials with their application.

Applicants who are currently enrolled in an institution and who can not submit the final academic record and certification of degree may be granted admission if the incomplete record indicates that the applicant will unquestionably meet WVU admission standards. Final admission, however, can not be approved until the complete academic record and certification of degree have

been received and evaluated by the Office of Admissions and Records.

International students applying to transfer from schools within the United States are not permitted to register at WVU until they have complied with all transfer procedures as required by the United States Immigration and Naturalization Service (INS).

Upon arrival on the campus, the student must be prepared to present the -20 or IAP 66 to the international student adviser for formal processing. **No student should move to Morgantown without having received an assurance of admission and immigration documents from WVU.**

**Transferring
Within USA**

Transfer Procedures

A student wishing to transfer to WVU from another institution should follow the same application procedures as those outlined for other new students.

A student wishing to apply credit earned at another institution of higher education to a master's degree at WVU must obtain a transfer of graduate credit form from the Office of Admissions and Records. This form requires the signature of the student's unit chairperson or designee. The student must also have an official transcript from the other institution sent to the Office of Admissions and Records. **Only credit earned at institutions accredited (e.g., North Central accreditation) at the graduate level may be transferred.** Non-degree graduate students are not permitted to transfer credit to WVU from another institution.

**Credit
Transfer
to WVU**

A maximum of 12 semester hours from other institutions may be transferred for credit at WVU in master's degree programs requiring 30 to 41 semester hours. Eighteen semester hours can be accepted for master's degree programs requiring 42 or more semester hours. Individual graduate programs may accept fewer credit hours. Permission forms to apply or transfer credit must be obtained from and returned to the Office of Admissions and Records. It is strongly recommended that students have transfer credit approved prior to enrolling in course work.

**Credit
Hours**

A student may initiate a transfer by contacting the dean's office of the school or college where enrolled. Following the student's request, the dean's office will send the student's record to the school or college that the student wishes to enter. The school or college receiving the record is required to acknowledge receipt of the record and notify the Office of Admissions and Records of the status of the student's application within 30 days. If a student is accepted by the new school or college, the school or college retains the student's record and notifies the student of acceptance. If a student is rejected, he or she is notified of such action, and the student's record is returned to the original school or college. The Office of Admissions and Records is responsible for updating students' records to reflect new majors and new advisers.

**Initiating
Transfers**

When a student transfers from one unit or program to another unit or program within the University, the faculty of the new unit determines if any credit earned under the guidance of the prior unit may be applied to a degree, certificate, or other educational offering of the new unit.

**Internal
Transfers**

Programs may establish admission requirements in addition to those set by the University Graduate Council, such as a higher grade-point average, the submission of scores on standardized tests, and the receipt of letters of recommendation.

Admission to Graduate Study

Classifications Regular

Regular graduate students are degree-seeking students who meet all the criteria for regular admission to a program of their choice. The student must possess a baccalaureate degree from a college or university, must have at least a grade-point average of 2.75 on a 4.0 scale, have met all the criteria established by the degree program, and be under no requirements to make up deficiencies.

Provisional

A student may be admitted as provisional by any unit when the student possesses a baccalaureate degree but clearly does not meet the criteria for regular admission. The student may have incomplete credentials, deficiencies to make up, or may have an undergraduate scholastic record which shows promise, but less than the 2.75 grade-point average required for regular admission.

Non-Degree

A non-degree student is a student not admitted to a program. Admission as a non-degree student does not guarantee admission to any course or program. The reasons for non-degree admission may be late application, incomplete credentials, scholarship deficiencies, or lack of a degree objective. Even though a non-degree student has not been admitted to a graduate program, a unit may allow a non-degree student to enroll in its courses. **To be admitted as a non-degree student, a student must only present evidence of a baccalaureate degree, but the student must obtain a 2.50 grade-point average on the first 12 credit hours of course work and maintain this average as long as enrolled.** To be eligible to enter a degree program, the student must maintain a minimum of a 2.75 grade-point average on all course work taken since admission as a graduate student.

The standards cited are the minimum standards established by the University. Individual academic units or graduate programs may establish higher standards.

Academic Standards Regular Students

The minimum academic standards for the different classifications are: **To be in good standing, regular students must obtain a 2.75 grade-point average in the first 12 hours of graduate study and maintain this average throughout the time they are enrolled in graduate work.** A student failing to achieve this standard will be placed on probation and must achieve a cumulative grade-point average of 2.75 by the end of the next enrollment at West Virginia University. In the case of a part-time graduate student, a 2.75 cumulative grade-point average must be obtained in the next nine hours of graduate study. A student who cannot attain the required average will be suspended.

Provisional Students

A provisional student has been admitted to the University with one or more deficiencies. Consequently, **by completion of the 18th credit hour, the student must meet the provisions stated in the letter of admission and attain a minimum grade-point average of 2.75.** A student who fails to meet the provisions of admission or who fails to achieve the required grade-point average will be suspended. Students who meet the provisions of admission and the required grade-point average will be reclassified as regular students, and the regulations governing good standing for regular students will apply.

Non-Degree Students

To be in good standing, a non-degree student must obtain a 2.50 grade-point average in the first 12 hours of graduate study and maintain this average throughout the time enrolled in graduate work. A student failing to achieve this standard will be placed on probation and must achieve a cumulative grade-point average of 2.50 by the end of the next enrollment (or nine credit hours for part-time students) at West Virginia University. Students

who cannot attain the required average will be suspended. A non-degree student who later wishes to apply for admission to a degree program must have achieved a minimum grade-point average of 2.75 on all course work taken since admission as a graduate student in order to be considered.

Non-degree students may enroll in any course in the University for which they have the prerequisites and permission from the academic unit. Some departments that cannot accommodate non-degree students may restrict enrollments to majors only or require permits. These students are normally adults taking classes for enrichment purposes, public school teachers taking classes for certification renewal, or students taking classes as prerequisites for admission to degree programs. Since these students have not made a commitment to a degree program, are not subject to time limits, and may enroll on an irregular basis, the University policies concerning active/inactive status are more liberal than those for degree students.

A non-degree graduate student may accumulate unlimited graduate credit hours, but if the student is later admitted to a degree program, the faculty of that program will decide whether or not any credit earned as a non-degree student may be applied to the degree. **Under no circumstances may a non-degree student apply more than 12 hours of previously earned credit toward a degree.**

Credit
Limits

Each dean establishes a mechanism to advise non-degree graduate students who intend to take the majority of their course work in the dean's school or college. The mechanism may be the designation of a faculty member to advise non-degree students or the assignment of non-degree students to an advising office or center. Non-degree students who express an interest in programs in two colleges may be assigned to either by the Office of Admissions and Records. It is expected that the assigned adviser will consult the other unit for information when it is needed to assist the student. Students who are truly undecided on a major or who plan to take courses in several schools or colleges for enrichment may be assigned to the Office of the Assistant Vice President for Curriculum and Instruction. The number of students assigned in this manner will be quite small, and a program adviser will be assigned when a student designates a specific interest.

Advising

The same three admission classifications (regular, provisional, non-degree) apply to those applicants who have undertaken previous graduate study. In general, the cumulative grade-point average regulations apply to any transfer student who has not completed a graduate degree. However, an applicant having received a master's degree from an accredited college or university may be admitted to whatever category is deemed most appropriate by the faculty of the program of interest.

Previous
Graduate Study

The provisions of a student's provisional status must be specified in the letter of admission. To be reclassified as a regular student, a student must meet the provisions stated in the letter of admission and achieve a minimum grade-point average of 2.75 on all course work taken during the provisional period. Individual degree programs may set higher grade-point average requirements.

Reclassification

No later than the completion of the 18th credit hour, a unit must review the student's record and make a final decision on the student's admission. A student who has met the provisions of admission and achieved the required grade-point average will be reclassified as a regular student. A student who fails to meet the provisions of admission or who fails to achieve the required grade-point average will be suspended, but may be reinstated in order to

Admission

transfer to another program or to non-degree status. The academic unit must notify the student and the Office of Admissions and Records of its decision.

Upon notification by the appropriate academic unit, the Office of Admissions and Records will prohibit the registration of all provisional graduate students who have reached the maximum of 18 credit hours. Registration will not be permitted until the student is reclassified as a regular student, an exception is granted by an academic dean, or the student is transferred.

A student may be admitted as a provisional graduate student more than one time, but not by the same graduate program.

All credit hours taken since admission as a provisional graduate student or to be applied to a degree count in the 18 credit-hour limit, i.e., undergraduate or graduate credit, P/F, S/U, graded courses, credit by senior petition, and transfer credit.

**Regular or
Provisional
to
Non-Degree**

Regular and provisional students may become non-degree students by choice. This includes students who fail to meet admission or academic standards or who withdraw voluntarily. To change a student to non-degree status, the adviser must process a *Graduate Studies Transfer/Status* form through the school or college dean's office.

**Non-
Degree
to
Degree**

Non-degree students who later wish to become degree students must present all the credentials required by the degree program. This requires the processing of a *Graduate Studies Transfer/Status* form by the student's adviser through the Office of Admissions and Records.

For admission to a degree program, a non-degree student must have achieved a minimum grade-point average of 2.75 on all course work taken since admission as a graduate student.

Enrollment and Registration

**Credit
Limitations**

Credit toward a graduate degree may be obtained only for courses listed in the graduate catalog and numbered 200-499. No more than 40 percent of course credits counted toward meeting requirements of any graduate degree may be at the 200 level. No residence credit is allowed for special field assignments or other work taken off the WVU campus without prior approval. Graduate credit is obtained only for courses in which the grade earned is A, B, C, or S. No course in which the grade earned is D, P, F, or U can be counted toward a graduate degree.

**Credit
Overloads**

Graduate students are strongly recommended by their advisers to limit their credit loads in proportion to the outside service rendered and the time available for graduate study. In general, persons in full-time service to the University or other employer are advised to enroll for no more than six hours of work in any one semester; those in half-time service are advised to enroll for no more than 12 hours. Recommended credit loads may be less for employed graduate students in some academic colleges, schools, and departments.

It is recommended that a student enroll for no more than 15 hours of graduate courses in any one semester and no more than 12 hours in the total of the two summer enrollment periods. Credit overloads may be approved for students by their advisers. Some school or college dean's offices may also choose to monitor overloads in their academic units.

**Degree
Progress**

Students seeking master's or doctoral degrees (as determined by the student's application and letter of admission) are expected to enroll regularly and make steady progress toward their degree objectives.

Steady progress is defined as the completion of at least one course every

seven terms. Students who have not been active students for this period of time are deleted from active status and must reactivate their records and pay the reactivation fee. Once inactive, students may not register for classes until this fee is paid. **Master's degree students are permitted to continue in a program for a maximum of eight years under their original application.** Students who have not been active for this period of time must reapply and be readmitted. The application fee is assessed.

Active/
Inactive
Status

The University must have current information (name, address, telephone number, major, and adviser) about students enrolling for classes in order to communicate with students and maintain permanent records. In addition, when individuals do not enroll in classes for substantial periods of time, it is costly and time consuming to continue to maintain their records on active status. For these reasons, the Office of Admissions and Records periodically deletes degree and non-degree student records from active status. Students who return after this deletion must reactivate their records and pay the program reactivation fee.

Current
Information

Each academic unit through which graduate degree programs are administered has one or more graduate advisers, and every graduate student is assigned an adviser at the time of admission or shortly thereafter. The adviser and student should meet before the first enrollment to begin formulation of a plan of study.

Advising

Shortly after entrance into a degree program and usually before nine to twelve hours of graduate course work have been completed, a meeting is held among student, adviser, and committee (if appointed) to draw up a plan of study. Depending on the degree sought and the field of study, the plan may also contain an outline of the research problem to be undertaken. Some graduate programs have the student and committee meet at a later date to delineate the research project more formally as a prospectus for the report, thesis, or dissertation. **The plan of study is subject to mutual approval and is made a part of the student's record.** It then becomes a formal agreement between student and program faculty as to the conditions which must be met for completion of the degree requirements. **Any subsequent changes in the plan of study (or prospectus) can be made only through mutual agreement.** When the binding nature of these documents is fully understood, there is less likelihood that later misunderstanding will arise. Thus, anyone who contemplates application for graduate work at WVU is urged to read the graduate catalog carefully and request clarification where needed. A student must be very aware of the right to express personal views in the drafting of the plan of study and/or research prospectus. Should disagreement arise at any time, the responsibility for arbitration rests with the dean of the school or college.

Plan
of
Study

Before the opening of semesters and summer sessions, a printed *Schedule of Courses* announces the course offerings by the colleges and schools of WVU. Copies are available from the Office of Admissions and Records.

Schedule
of Courses

Deans' offices maintain all records for monitoring student progress and for certifying students for graduation. Among these records are plans of study (subject to the school/college dean's approval); graduate committees (subject to the school/college dean's approval); grades; grade modifications, etc.

Records

If a graduate student is using University libraries, research facilities, or consulting with graduate committee members, it is necessary for the student to enroll for at least one hour of graduate credit. In no other way can the

Required
Minimum
Enrollment

University receive credit for its contribution to graduate study, attest to student status, and guarantee the protection to which the student is entitled. Students who take courses **intermittently** may be excused from such continuous enrollment if they are not using University facilities or consulting with faculty while they are not enrolled. **However, students formally admitted to candidacy for graduate degrees are required to register for at least one credit hour each semester as a condition of their continued candidacy.** By pursuing a degree at this institution, such persons by definition are utilizing University services, facilities, and other resources, including faculty expertise; this situation continues in cases where students have completed all required course work and are working on a thesis or dissertation. Candidates for graduate degrees who fail to maintain continuity of enrollment can be dropped from candidacy.

Off-Campus Study

West Virginia University operates five graduate centers located at Jackson's Mill, Parkersburg, Keyser, Shepherdstown, and West Liberty. Approximately 200 graduate courses are offered each semester at these centers. Students wishing to take off-campus courses for graduate credit must first be admitted as graduate students through the same procedure as for on-campus study. It is the responsibility of students to ascertain from the appropriate college, school, and department the specific requirements for degree candidacy. Selected master's programs are offered at all five of the centers, including education administration, elementary education, secondary education, special education, and communication studies. Other master's degrees are offered at one or more graduate centers, including business administration and counseling. Courses in these and other fields meet public education certification requirements as well as personal and professional development goals. A master of science in nursing is available in Charleston and Wheeling. A doctorate with emphasis in education administration is available in the Kanawha Valley in cooperation with Marshall University and the West Virginia College of Graduate Studies. Special courses may be offered at other locations in the state to meet specific needs. Information about off-campus courses is available from the program unit offering the courses, the graduate centers, and the Office of the Director for Off-Campus Credit, West Everly Street. Graduate courses offered are approved by the appropriate department chairpersons, academic deans, director for off-campus credit, and by the assistant vice president for curriculum and instruction. Advising and scholarship standards are the same for on-campus and off-campus study.

Non-enrolled Graduate Fee

Only students who are not enrolled in classes for the semester in which they expect to graduate and do not use University facilities pay a non-enrolled graduate student evaluation fee. Students may register for this fee after completing their course work up to two weeks before graduation. **Students who are not enrolled in regular course work but who do use University facilities must sign up for one hour of research each semester.** Instructions for registering for this fee are available at the Office of Admissions and Records. This special fee can be assessed only once.

Full/Part Time

A student is classified as full-time or part-time for any given enrollment period. **A graduate student is classified as full-time if enrolled for nine hours in a semester or six hours altogether in the summer.**

Auditors

Students may enroll in courses without working for a grade or for credit by registering as auditors. Change in status from audit to credit or from credit to audit may be made during the registration period. Attendance requirements

for auditors are determined by the instructor of the course being audited. It is the prerogative of the instructor to strike the name of any auditor from grade report forms and to instruct the Office of Admissions and Records to withdraw the auditor from the class, if attendance requirements are not met. Auditors are required to follow the same admission procedures as students taking the course for credit.

Students' academic rights and responsibilities are governed by Board of Trustees' policies and corresponding policies, rules, and regulations developed by each of the institutions in the University of West Virginia system of education. The rights and responsibilities of students at West Virginia University are published each year in the *WVU Student Handbook*. Copies of the *WVU Student Handbook* may be obtained from the Office of Student Life in Elizabeth Moore Hall.

**Academic
Rights**

Scholarship

Because of their familiarity to most students, letter grades are assigned in many graduate courses. However, **better than "average" performance is expected of graduate students.** They are enrolled for fewer credit hours than they were as undergraduates, 9 to 12 hours being the norm for a full-time graduate student, and are expected to spend more time on each course and achieve above average mastery of the material. A few grades of C may be tolerated in graduate programs if there are higher grades in other courses to compensate for them. **Although a grade of C is considered average performance for an undergraduate student, it is not acceptable as the norm for work produced by one who is studying for an advanced degree.**

**Grading
System**

- A—excellent (given only to students of superior ability and attainment)
- B—good (given only to students who are well above average, but not in the highest group)
- C—fair (average for undergraduate students, but substandard for graduate students)
- D—poor but passing (cannot be counted for graduate degree credit)
- F—failure
- I—incomplete
- W—withdrawal from a course before the date specified in the University Calendar. Students may not withdraw from a course after the specified date unless they withdraw from the University
- WU—withdrawal from the University doing unsatisfactory work
- P—pass (cannot be counted for graduate degree credit—see below)
- X—auditor (no grade and no credit)
- S—satisfactory
- U—unsatisfactory (equivalent to D or F)

Pass/fail grading is not applicable to the course work for a graduate degree. A graduate student may register for any course (1-499) on a pass/fail basis only if the course involved is not included in the student's plan of study and does not count toward a graduate degree. The selection of a course for pass/fail grading must be made at registration and may not be changed after the close of the registration period. A student who, having taken a course on a pass/fail basis, later decides to include the course as part of a degree program must re-register for the course on a graded (A, B, C, D, or F) basis.

Pass/Fail

Courses graded S/U are approved by the assistant vice president for curriculum and instruction. Approved requests are forwarded to the Office of Admissions and Records for entry into the *WVU Master Course Directory*.

S/U

GPA

The grade-point average is computed on all work for which the student has registered while a graduate student, except for courses with grades of I, S, W, WU, P, and X, and is based on the following grade-point values: A = 4, B = 3, C = 2, D = 1, F = 0, and U = 0. **Only grades in courses numbered 200 and above are computed in a graduate student's grade-point average;** however, if any student receives grades lower than C for one-half or more of any course work attempted during one enrollment period, the student will be suspended.

Incompletes

When a student receives a grade of I and later removes the incomplete grade, the grade-point average is recalculated on the basis of the new grade. The grade of I is given when the instructor believes that the course work is unavoidably incomplete or that a supplementary examination is justifiable. Before any graduate degree can be awarded, the grade of I must be removed either by removal of the incomplete sometime before program completion or by having it recorded as a permanent incomplete. Only the instructor who recorded the I, or, if the instructor is no longer at WVU, the chairperson of the unit in which the course was given, may initiate either of these actions. In the case of withdrawal from the University, a student with a grade of I should discuss that grade with the appropriate instructor. If other provisions are not made, an I grade eventually converts to F. Grade changes other than I to a letter grade must be accompanied by an explanatory memo.

Grades less than C

Credit hours for courses in which the grade is lower than C will not be counted toward satisfying graduate degree requirements. These standards are the minimum standards for the University. A graduate program may set higher standards which the student must meet, but these must be presented in writing to all students upon admission or published in the catalog.

Graduate Credit Via Senior Petition

Undergraduate students wishing to obtain graduate credit by senior petition must obtain the standardized permission form from the Office of Admissions and Records. This form requires the signature of the student's undergraduate adviser and the head of the unit offering the graduate course. The policies regulating an undergraduate's enrollment in the graduate-level course for graduate credit are:

- Enrollment is only permitted in courses numbered 200-399.
- Undergraduates must be within 12 credit hours of their baccalaureate degrees and have a grade-point average of 3.0 on a 4.0 scale.
- The maximum amount of graduate credit permitted by senior petition is 12 credit hours.
- The senior petition must be approved prior to or at the time of enrollment.
- No more than 20% of the total enrollment in any 300-level course may consist of undergraduate students.

Approved senior petitions are returned to the Office of Admissions and Records so that a notation of graduate credit may be placed on the student's transcript. Any exceptions to the regulations must be approved by the dean of the school or college in which the student seeks graduate credit. **Note: Students receiving graduate credit for a course do not receive credit toward their undergraduate degree with the same course.**

Transcripts

Each copy of a transcript costs \$3.00 in cash or money order. Two or three weeks may be required to process an application for a transcript at the close of a semester or summer term. At other times the service requires approximately 48 hours from receipt of the request. An application for a transcript of credit earned must furnish the date of last attendance at WVU and student identification number. A married woman should give both her maiden and

married names. All requests for transcripts must be sent, in writing, directly to the Office of Admissions and Records; no phone requests are accepted.

Students who default in the payment of any University financial obligation forfeit their right to claim a transcript until such time that the obligation has been satisfied.

**Forfeited
Transcripts**

Withdrawals

There are two types of withdrawals: withdrawal from some part of the work for which a student has registered, and a complete withdrawal from the University. **Unless the formal withdrawal procedures are completed, failing grades are recorded.** Withdrawals from some part of the work must have the initial approval of the student's adviser. It is the student's responsibility to see that all forms are properly executed and delivered to the appropriate authorities for recording.

Until the Friday of the tenth week of class (or Friday of the fourth week in a six-week summer session, or Friday of the second week of a three-week summer session), students may withdraw from individual courses. Deadlines are published in the WVU *Schedule of Courses* each semester.

**From Classes
Deadlines**

Students must obtain their adviser's signature on the University course adjustment form and submit the completed form to the Office of Admissions and Records. Before withdrawing from classes, students, with the help of their academic advisers, are responsible for determining:

Procedures

- If their course load would be reduced below the minimum requirement set by their program;
- If their course load would be reduced below the minimum hours required to qualify for financial aid or international full-time student status;
- If the course to be dropped is a corequisite to another course the student is taking or a prerequisite to a course required the following semester. If so, the student may be required to drop the corequisite course or asked to take a substitute course the following semester.

Students who withdraw from courses before the published deadline and who follow all of the established University procedures receive a W on their transcript for the appropriate course(s). The grade-point average is not affected in any way by this mark.

**From the
University**

Students who decide to leave WVU should withdraw from all classes and must do so in accordance with established University policy in order that the official transcript may reflect this action. **Students are responsible for all financial obligations and for following established procedures, including the completion of forms and delivery of the completed forms to appropriate officials.** Students not fulfilling these requirements may have difficulty withdrawing from the University. The withdrawal becomes official only after the forms have been recorded by Admissions and Records. Students receive copies and are urged to keep them.

Deadlines

Any student (full- or part-time) may withdraw from all classes for which he/she is registered in the University any time before the last day on which regular classes are scheduled to meet as established by the University calendar and published in the *Schedule of Courses*.

Procedures

Students who desire to withdraw from all remaining classes should report in person to the Office of Student Life at the main lobby information desk of Moore Hall. Withdrawal procedures will be explained at that time. Identification (ID) and PRT cards must be presented. Students who are unable to withdraw in person because of illness, accident, or other valid reasons still must notify

the Office of Student Life of their intention to withdraw. The notification should be in writing and the student ID and PRT cards must be enclosed. Students are responsible, with the help of their academic advisers, for determining how withdrawal from the University may affect their future status at the University including such aspects as suspension for failure to make progress toward a degree, a violation of established academic probation, and continued eligibility for scholarship, fellowship, or financial aid.

Absences

Students and faculty have together formulated the University's policy on absences from classes. The responsibilities of student and instructor are as follows:

The student who is absent from class for any reason is responsible for work missed. Students should understand that absences may jeopardize their grades or continuance in the course. **Instructors who use absence records in the determination of grades must announce this fact to students (in writing) within the first five class meetings.** It is the responsibility of the instructor to keep an accurate record of all students enrolled. Instructors may report excessive absences to the student's dean or adviser. Students who have been absent because of illness, authorized University activities, or for other valid reasons are to have the opportunity to make up regularly scheduled examinations. As a matter of good manners, a student should inform an instructor in advance if obliged to be absent from a class meeting.

Degree Completion

Time Limits

Regulations governing admission, registration, scholarship, etc., described in the preceding sections must be followed. **At least 30 hours of graduate work planned with the student's adviser must be satisfactorily completed within a period of eight years immediately preceding the conferring of the degree.** A course taken more than eight years previously must be reevaluated if it is to be used towards meeting degree requirements. Reevaluation can be accomplished by submitting the following information to the assistant vice president for curriculum and instruction:

- A letter from the course instructor listing the criteria used to revalidate the course material
- A copy of the student's performance on the student's revalidation examination
- A letter from the college/school graduate coordinator and/or dean supporting the revalidation.

Animal Subjects in Research

Any graduate student who conducts research involving experiments that utilize animals must have a protocol approved by the Animal Care and Use Committee before starting the research. Information about procedures and protocol forms may be obtained from the Office of Sponsored Programs.

Human Subjects in Research

Any graduate student who conducts research involving the use of human subjects must have the approval of the Institutional Review Board for the Protection of Human Subjects before starting the research. Information about procedures and approval forms may be obtained from the Office of Sponsored Programs.

Request for Degree

At the time of registration for the enrollment period in which all degree requirements are expected to be met, or at the latest within two weeks after such registration, each candidate is to submit a formal request for the conferring of the degree. This is done on an *Application for Graduation and*

Diploma form obtainable from the school or college dean's office. The candidate must complete all requirements at least one week before the end of that enrollment period. If the degree is not actually earned during that term, the student must submit a new *Application for Graduation and Diploma* when registering for the term in which completion is again anticipated.

Colleges and schools are responsible for seeing that master's and doctoral students meet the minimum requirements of the University as well as any additional college or school requirements. Deans' offices are responsible for maintaining all student records necessary to certify students for graduation. Attendance at the spring Commencement is voluntary. Anyone not planning to attend should leave a complete mailing address with the Office of Admissions and Records so that the diploma can be mailed.

All graduate committees are subject to the approval of the school or college dean or the dean's designee. **Master's committees of programs requiring a thesis consist of no fewer than three members, the majority of which must be regular graduate faculty, including the chairperson.** No more than one person may be a non-member. Master's committees of programs **not requiring** a thesis consist of no fewer than three members, one of which must be a regular graduate faculty member. No more than one person may be a non-member, and the non-member cannot chair or advise.

Doctoral dissertation committees consist of no fewer than five members, the majority of which must be regular graduate faculty, including the chairperson. No more than one person may be a non-member of the graduate faculty.

Students are not to be affected by the re-evaluation of the graduate faculty status of committee members. Once a graduate committee has been established for a student, it will not be necessary to alter it because of a change in graduate faculty status.

No family member can serve on the graduate committee of his/her relative. At least one member of every doctoral committee must be from a department other than the one in which the student is seeking a degree. It is recommended, but not required, that this standard also be applied to master's degree committees. A majority of the members of all graduate committees must be graduate faculty members. **Doctoral committees and master's degree committees of programs requiring a thesis must have a majority of regular graduate faculty members.**

The final examination is not to be given until the semester or summer session in which all other requirements for the degree are to be met. The student's committee chairperson must indicate in advance the time, place, and recommended examining committee members and receive clearance from the office of the school or college dean before the examination can be given. The student cannot be considered as having satisfactorily passed the final examination if there is more than one unfavorable vote among members of the examining committee. Results of each examination must be reported to the school or college dean within 24 hours. Re-examination may not be scheduled without approval of the request by the school or college dean. **All committee members are to be present for the final examination.** If an examination cannot be scheduled at a time convenient to all committee members, the dean or his/her designee may permit another faculty member to substitute for the original committee member, provided that the original committee member was not the chair. **There can be no substitute for the chair. Only one substitute is allowed, and the request for a substitute must be made in writing prior**

Graduate Committees

Changes in Graduate Faculty Status

Final Examinations

Committee Substitutes

Theses and Dissertations

to the examination. The request for a substitute should be signed by the committee chair, the student, and both the original faculty member and the substitute faculty member. A substitute faculty member must have the same or higher graduate faculty status as the original faculty member and represent the same academic discipline or specialization.

Theses and dissertations should be presented to the student's graduate adviser or committee chairperson **at least one month** before the end of the enrollment period in which completion of all requirements is expected. The form prescribed in the *Regulations Governing the Preparation of Dissertations and Theses* must be followed with the guidance of the student's graduate adviser or the chairperson of the committee. For the manuscript to be approved, there must be no more than one unfavorable vote among members of the student's committee.

Two copies with original signatures in approved typewritten form (master's theses in bound form and doctoral dissertations unbound) must be delivered to the Charles C. Wise, Jr. Library **at least one week** before the close of the period in which the degree is expected to be completed (one week before the end of the second summer session, by the last day of the final examination period at the end of the first semester, or one week before Commencement Day at the end of the second semester).

Doctoral Degree

The program of doctoral study is planned with the student's graduate adviser and committee to combine any or all of the following: graduate courses of instruction, special seminars, independent study, supervised research, and supervised training designed to promote a broad and systematic knowledge of the major field and to prepare the student for the comprehensive qualifying and final examinations and writing of the dissertation.

The doctorate is a research or performance degree and does not depend on the accumulation of credit hours. The three requirements of the degree are admission to candidacy, residency, and completion and defense of a dissertation. The degree signifies that the holder has the competence to function independently at the highest level of endeavor in the chosen profession. Hence, the number of years involved in attaining or retaining competency cannot be readily specified. Rather, it is important that the doctoral student's competency be assessed and verified in a reasonable period of time **prior** to conferral of the degree, **generally five years.**

Residency Requirements

Graduate education, especially at the doctoral level, involves many learning experiences which take place outside the formal classroom setting. These involve observing and participating in activities conducted by the graduate faculty, using departmental and University libraries, attending lectures presented by visiting scholars, informal debates with fellow students, and similar activities. To insure that graduate students experience these kinds of informal learning, **doctoral programs at WVU as elsewhere generally require one year in residence in full-time graduate study.** However, because of the contractual nature of graduate study, an individual student or graduate committee may propose an alternative plan by which the student can gain equivalent educational experience. For example, the plan of study may require the student to spend time in residence at a national or foreign laboratory, institute, archive, or research center as partial fulfillment of the residency requirement.

Regulations governing admission, registration, scholarship, etc., described in the preceding sections must be followed. In addition, the student must satisfy requirements specified by the faculty responsible for the major field. **Students applying for admission to a doctoral program, after having received a master's degree at WVU, must file a new application for graduate work with the Office of Admissions and Records.** All of the requirements for any graduate degree must be completed within the time limits described earlier.

Admission

Competence in one or more foreign languages is a common requirement in graduate degree programs. The faculty in the graduate degree program specify the language or languages and the level of competence to be demonstrated. Language examinations are arranged by the foreign language examiner, who can be contacted through the Department of Foreign Languages, and under whose direction language examinations are administered. When only reading competence is required, the foreign language examiner may waive the examination in those cases where the student's transcript shows, at a date that proves to fall no earlier than seven years before promotion to doctoral candidacy, either completion of 12 semester hours or equivalent course work in an approved foreign language, with a grade of B or better in the last three hours; or at WVU, completion of French 306, German 306, or Russian 306 at WVU with a grade of B or better must be achieved.

Foreign
Language
Examinations

Admission to graduate study and enrollment in graduate courses does not of itself imply acceptance of the student as a candidate for a doctoral degree. This is only accomplished by satisfactorily passing a comprehensive or qualifying examination (either oral, or written, or both) and by meeting specified language and/or other requirements.

Admission
to
Candidacy

A student will be given a comprehensive examination to demonstrate knowledge of the important phases and problems of the field of major study, their relation to other fields, and the ability to employ the instruments of research. The examination is intended to determine whether the student has the academic competence to undertake independent research in the discipline, and to insure that the student possesses a thorough grasp of the fields outlined in the plan of study. The examination, which consists of a series of tests covering all areas specified in the plan of study, is administered after most formal studies have been completed. Scheduling and results of the examination must be reported to the school or college dean. It must be the consensus of the doctoral committee that the student has passed the examination, although the committee may permit one dissenting vote. A single portion of the examination may be repeated at the discretion of the committee, but if two or more members are dissatisfied, the entire qualifying examination must be repeated. The student must petition through the doctoral committee in order to be permitted to repeat a qualifying examination, and it is anticipated that a waiting period will be specified by the committee during which the student will have an opportunity to correct deficiencies. Academic tradition does not allow a qualifying examination to be administered more than three times.

Candidacy
Examination

Because the qualifying examination attests to the academic competence of the student who is about to become an independent researcher or practitioner, the examination cannot precede the degree by too long a period of time. Consequently, doctoral candidates are allowed no more than five years in which to complete remaining degree requirements. In the event a student fails to complete the doctorate within five years after admission to candidacy, an extension of time can be obtained only by repeating the

Time
Limitations

qualifying examination and meeting any other requirements specified by the student's committee.

Dissertation

The candidate must submit a dissertation pursued under the direction of the faculty of the University on some topic in the field of the major subject. The dissertation must present the results of the candidate's individual investigation and must embody a definite contribution to knowledge. While conducting research or writing a dissertation, the student must register at the beginning of each semester or summer during which credit is being earned. No residence credit will be allowed for special field assignments or other work taken off the University campus without prior approval by the assistant vice president for curriculum and instruction.

Final Examination

The final examination is not given until the semester or summer session in which all other requirements for the degree are to be met. After the candidate's dissertation has been tentatively approved, the final oral examination on the dissertation can be scheduled. At the option of the faculty responsible for the degree program, a comprehensive final written examination also may be required. The student's committee chairperson must indicate in advance the time, place, and recommended examining committee members and receive clearance from the office of the school or college dean before the examination can be given. Such notifications of doctoral examinations must be received at least three weeks before the examination date. All doctoral final oral examinations are open examinations and the lead time is required for public notice to the University community.

The student cannot be considered as having satisfactorily passed the final examination if there is more than one unfavorable vote among members of the examining committee. Results of each examination must be reported to the school or college dean within 24 hours. Re-examination may not be scheduled without approval of the request by the school or college dean. All committee members are to be present for the final examination. If an examination cannot be scheduled at a time convenient to all committee members, the dean or his/her designee may permit another faculty member to substitute for the original committee member, provided that the original committee member was not the chair. There can be no substitute for the chair. Only one substitute is allowed, and the request for a substitute must be made in writing prior to the examination. The request for a substitute should be signed by the committee chair, the student, and both the original faculty member and the substitute faculty member. A substitute faculty member must have the same or higher graduate faculty status as the original faculty member and represent the same academic discipline or specialization.

Acceptance of Dissertation

The requirements for a doctorate include acceptance of the dissertation. The dissertation must bear the original signatures of at least all but one of the committee members. If more than one member of the committee, whatever the size of the committee, dissents from approving the dissertation, the degree cannot be recommended. If a substitute faculty member attends the final examination, the substitute signs the shuttle sheet; however, the original committee member is to sign the dissertation. The dissertation must be presented to the University not later than one week before the end of the semester or summer session in which the degree is expected to be granted (one week before the end of the summer, by the last day of the final examination period at the end of the first semester, or one week before Commencement Day at the end of the second semester).

All doctoral dissertations and their abstracts will be microfilmed through University Microfilms, Ann Arbor, Michigan. This requirement will not be satisfied by any other publication but does not preclude publication elsewhere, which is both permitted and encouraged. Candidates are to follow *Regulations Governing the Preparation of Dissertations and Theses* regarding format and organization of the dissertation, which is on file at the department offices, offices of all graduate advisers, and the University libraries. The candidate is required to maintain close contact with the supervisor or chairperson of the graduate committee on these matters in developing a dissertation so as to incorporate the special requirements of the subject discipline.

One week before the close of the semester or summer in which the degree is expected to be conferred the candidate must meet these requirements:

1. Submit in a form satisfactory for microfilming, an appropriately printed, unbound original and one copy of the dissertation. Two excellent machine-reproduced copies may be acceptable. Both copies must have original signatures of the candidate's committee.
2. Submit one extra abstract of no more than 350 words. This separate abstract must have at the top of the first page the centered exact title of the dissertation, followed on the next line by the full name of the candidate, and on the next line by the word ABSTRACT. The extra abstract is on unnumbered pages.
3. Submit a microfilm contract completed and signed by the candidate.
4. Pay a fee of \$50.00 to cover the cost of microfilming the dissertation and publication of the abstract in *Dissertation Abstracts*, a bi-monthly journal which receives wide distribution. This fee is payable by certified check or money order made out to "West Virginia University." If desired, copyright service can be provided through WVU upon receipt, along with the dissertation, of a certified check or money order for \$35.00 made payable to University Microfilms.
5. Complete the questionnaire entitled *Survey of Earned Doctorates*.

Summary of Doctoral Requirements

1. Shortly after admission to the program (usually within the first 9-12 semester hours of course work), an advisory committee is formed and produces the student's plan of study.
2. Student completes requisite course work and other program requirements, satisfying also the stipulated residency requirement.
3. Student takes the language examination (if applicable).
4. Student takes written and/or oral comprehensive (qualifying) examination for admission to candidacy. The results are communicated to the appropriate office by the student's graduate program adviser.
5. Student undertakes a doctoral dissertation under the guidance of a dissertation committee. The dissertation phase begins with approval of a dissertation prospectus by the dissertation committee, the department chairperson, and the school or college dean.
6. A copy of the preliminary draft of the dissertation is given to each committee member at least one month prior to the final oral examination.
7. The dissertation adviser (committee chairperson) requests a clearance for the final examination from the school or college dean's office **no later than three weeks** before the scheduled date.
8. The time and place of the examination is announced.

9. The student defends the dissertation in an oral defense.
 10. The student delivers two copies of the approved dissertation, appropriate questionnaires, and fees to the Charles C. Wise, Jr. Library.
- Problem reports are deposited with the major department in the form and by the dates the department requires.

Summary of Master's Requirements

1. Shortly after admission to the program (usually within the first 9-12 semester hours of course work), an advisory committee is formed and produces the student's plan of study.
2. Student completes requisite course work and other program requirements.
3. Student confers with adviser and, if applicable, chairperson of thesis committee to see if all requirements can be met by the end of the semester in which he/she plans to graduate. This should be done no later than the beginning of the final semester.
4. Student registers for either a course or for the Non-Enrolled Graduate Student Evaluation Fee (\$50). No one may graduate who is not registered as a student during the semester of graduation.
5. Student checks with the University to insure that there is correspondence between departmental and University records and that there are no remaining deficiencies.
6. Student completes an *Application for Graduation and Diploma*. This should be done no later than two weeks after registration.
7. After getting a fee slip from the Office of Admissions and Records, the student pays the \$20 graduation fee at the cashier's window in the Mountain-lair.
8. (*If applicable*) The student presents a typed draft of the thesis to each committee member.
9. The student should remind the committee chairperson to request clearance from the school or college dean's office at least two weeks before the date of the final examination (or thesis defense).
10. Results of the final examination (or thesis defense) must be reported to the dean's office by the graduate adviser or the committee chairperson not later than one week before the end of the semester or summer session in which the degree is expected to be granted.
11. If the requirements for the master's degree include a thesis, the thesis must bear the original signatures of at least all but one of the committee members. If more than one member of the committee, whatever the size of the committee, dissents from approving the thesis, the degree cannot be recommended. If a substitute faculty member attends the final examination, the substitute signs the shuttle sheet; however, the original committee member signs the thesis.
12. Two bound and originally signed copies of the thesis (the original and first copy or two electrostatically-reproduced copies) must be submitted to the Charles C. Wise, Jr. Library no later than one week before the degree is expected to be granted.

Part 3 Facilities, Fees, and Financial Aid

The West Virginia University campus combines traditional and modern architectural styles, and nine of the 143 University buildings are listed on the National Register of Historic Places. In recent years, many of the original buildings have been restored, and new buildings, including a \$11.6 million facility for the College of Mineral and Energy Resources, a \$9.7 million building for the College of Business and Economics, and a \$9 million Engineering Research Center, have been constructed to meet the growing demands of the University. Parts of the campus are linked by the Personal Rapid Transit (PRT) system, which consists of computer-directed, electronic-powered cars that operate on a concrete and steel guideway, permitting quick and easy access to major locations within the University and the downtown area of Morgantown.

Greater Morgantown, with a population of 45,000, is located on the east bank of the Monongahela River in the rolling hills of northern West Virginia. Morgantown is within easy traveling distance of metropolitan areas: Pittsburgh is 75 miles to the north, and Baltimore and Washington, D.C., are 200 miles to the east. Two major highways, Interstates 79 (north/south) and 68 (east/west), pass near Morgantown.

Of the nearly 20,000 students enrolled on the Morgantown campuses, most undergraduates are housed in the University-owned residence halls, and many married students and single graduate students live in University apartments. Approximately 3,000 students live in privately owned residence halls and fraternity and sorority houses; many commute from their parents' homes, and the rest live in apartments, mobile homes, and private rooms.

The University Housing and Residence Life Office, G-18 Towers (phone 304-293-2811), provides information concerning University-owned housing. The student life office in Moore Hall provides information concerning privately owned, off-campus housing (phone 304-293-5611). Listings for privately owned rentals change daily so students should visit the Office of Student Life to see what is available and make their own arrangements with landlords. Good housing is plentiful, both in residence halls and private apartments. Because of the terrain, parking is limited on the WVU campuses and in the city.

The West Virginia University Libraries contain over a million volumes and 900,000 microforms. Some 30,000 volumes are added each year, and 9,000 periodical titles are received. The collections are especially strong in the biological sciences, chemistry, engineering, economics, Africana, the Southern Appalachians, and West Virginia history. Facilities for research in West Virginia and regional history are centered in the West Virginia Collection, on the second floor of Colson Hall. In addition to an extensive collection of books, periodicals, and maps, the West Virginia Collection contains over three million manuscripts. These, together with court records from many counties, are invaluable sources for the study of all aspects of West Virginia history.

The rare book room contains an unusually fine collection of first and limited editions, including four Shakespeare folios and first editions of many of the works of Dickens, Scott, and Clemens.

The Evansdale Library houses the collections needed to support the schools and colleges on the Evansdale Campus: Agriculture, Engineering, Human Resources and Education, Social Work, Physical Education, and Creative Arts.

Discipline-specific libraries serve particular areas. The physical sciences library of 37,000 volumes in the fields of chemistry, geology, physics, and

Environment
Facilities

Housing

Library
Services

astronomy is in the Chemistry Research Laboratory. The Health Sciences Center library on the second floor of the Basic Sciences Building contains over 150,000 volumes with a complete public catalog. Author cards for titles in the health sciences center library appear in the main library catalog. The law library, with a collection of over 130,000 volumes, is in the Law Center on the Evansdale Campus. The mathematics library in Eiesland Hall contains approximately 16,000 volumes. The music library in room 424-A, Creative Arts Center, contains some 23,000 items, including microcards, microfilms, recordings, books, and scores.

Audiovisual departments are in Colson Hall and the Health Sciences Center library. A catalog of all audiovisual holdings is available at both locations and at the various libraries.

Disability Services

The Office of Disability Services (215 Student Services, phone 304-293-6700) is part of the WVU Counseling and Psychological Services Center. It helps qualified students with disabilities to reach their academic potential. Its services and accommodations are in keeping with our commitment to provide both architectural and programmatic accessibility. Information provided to Disability Services is treated as confidential and is not released to anyone without the student's prior consent.

Disability Services provides information, referral, and counseling services not only for students with visible impairments but also for students with less apparent disorders such as diabetes, cardiovascular problems, learning disorders, asthma, allergies or epilepsy. Also served are persons with a temporary disability such as a sprained ankle, a broken arm, or a hospitalization. The following are some of the services this office provides:

- Liaison between students and faculty.
- Individual and group counseling.
- Vocational/career guidance.
- Information for faculty on teaching strategies and alternative testing methods for students.
- Provision of interpreters, readers, tutors, notetakers, and special equipment.
- Transportation assistance to and from residence and class.

Prospective students with disabilities should contact WVU Admissions and Records (304-293-2124) and the graduate program of interest for specific information concerning application procedures and admission requirements. All students admitted to WVU are expected to meet current admission requirements.

Computing Services

West Virginia University Computing Services and West Virginia Network for Educational Telecomputing (WVNET) provide hardware and software for all colleges and schools in the state. WVU Computing Services coordinates these resources and provides additional services on the WVU campuses.

WVNET hardware includes an IBM 3081KX with 48 megabytes of real memory, an IBM 3081D with 16 megabytes of real memory, and a Digital Equipment VAX 8650 (48 megabytes), a VAX 8550 (48 megabytes), and an 11/780 (16 megabytes) in a VAX cluster for a total of five gigabytes of on-line disk space. Direct access for the IBM systems are from a dual density 3380E disk drive and from twelve STC 8380s. The disk drives for the Digital Equipment units are RA81s. Tape drives are STC 3420 model 6; WVNET supports 6250 and 1600BPI recording densities. Printers include three STC IMPACT 1500s, an IBM 3820 laser, a Zeta 3600X plotter, and microfilm/fiche processors and duplicators.

Languages include COBOL, FORTRAN, PL/1, Ada, BASIC, C, and Pascal. Software include the International Mathematical and Statistics Library, the North Carolina State Statistical Analysis System, the UCLA Biomedical Package, the University of Chicago's Statistical Package for the Social Sciences, the Stanford Public Information Retrieval System, and forms of special purpose engineering software.

Residency Policy for Admission and Fee Purposes

2.1 Students enrolling in a West Virginia public institution of higher education shall be assigned a residency status for admission, tuition, and fee purposes by the institutional officer designated by the President. In determining residency classification, the issue is essentially one of domicile. In general, the domicile of a person is that person's true, fixed, permanent home and place of habitation. The decision shall be based upon information furnished by the student and all other relevant information. The designated officer is authorized to require such written documents, affidavits, verifications, or other evidence as is deemed necessary to establish the domicile of a student. The burden of establishing domicile for admission, tuition, and fee purposes is upon the student.

2.2 If there is a question as to domicile, the matter must be brought to the attention of the designated officer at least two weeks prior to the deadline for the payment of tuition and fees. Any student found to have made a false or misleading statement concerning domicile shall be subject to institutional disciplinary action and will be charged the nonresident fees for each academic term theretofore attended.

2.3 The previous determination of a student's domiciliary status by one institution is not conclusive or binding when subsequently considered by another institution; however, assuming no change of facts, the prior judgment should be given strong consideration in the interest of consistency. Out-of-state students being assessed resident tuition and fees as a result of a reciprocity agreement may not transfer said reciprocity status to another public institution in West Virginia.

3.1 Domicile within the state means adoption of the state as the fixed permanent home and involves personal presence within the state with no intent on the part of the applicant or, in the case of a dependent student, the applicant's parent(s) to return to another state or country. Residing with relatives (other than parent(s)/guardian) does not, in and of itself, cause the student to attain domicile in this state for admission or fee payment purposes. West Virginia domicile may be established upon the completion of at least twelve months of continued presence within the state prior to the date of registration, provided that such twelve months' presence is not primarily for the purpose of attendance at any institution of higher education in West Virginia. Establishment of West Virginia domicile with less than twelve months' presence prior to the date of registration must be supported by evidence of positive and unequivocal action. In determining domicile, institutional officials should give consideration to such factors as the ownership or lease of a permanently occupied home in West Virginia, full-time employment within the state, paying West Virginia property tax, filing West Virginia income tax returns, registering of motor vehicles in West Virginia, possessing a valid West Virginia driver's license, and marriage to a person already domiciled in West Virginia. Proof of a number of these actions shall be considered only as evidence which may be used in determining whether or not a domicile has

**Section 2.
Classification**

**Section 3.
Determination**

been established. Factors militating against the establishment of West Virginia domicile might include such considerations as the student not being self-supporting, being claimed as a dependent on federal or state income tax returns or the parents' health insurance policy if the parents reside out of state, receiving financial assistance from state student aid programs in other states, and leaving the state when school is not in session.

Section 4. Dependency

4.1 A dependent student is one who is listed as a dependent on the federal or state income tax return of his/her parent(s) or legal guardian or who receives major financial support from that person. Such a student maintains the same domicile as that of the parent(s) or legal guardian. In the event the parents are divorced or legally separated, the dependent student takes the domicile of the parent with whom he/she lives or to whom he/she has been assigned by court order. However, a dependent student who enrolls and is properly classified as an in-state student maintains that classification as long as the enrollment is continuous and that student does not attain independence and establish domicile in another state.

4.2 A nonresident student who becomes independent while a student at an institution of higher education in West Virginia does not, by reason of such independence alone, attain domicile in this state for admission or fee payment purposes.

Section 5. Change of Residence

5.1 A person who has been classified as an out-of-state student and who seeks resident status in West Virginia must assume the burden of providing conclusive evidence that he/she has established domicile in West Virginia with the intention of making the permanent home in this state. The intent to remain indefinitely in West Virginia is evidence not only by a person's statements, but also by that person's actions. In making a determination regarding a request for change in residency status, the designated institutional officer shall consider those actions referenced in Section 2 above. The change in classification, if deemed to be warranted, shall be effective for the academic term or semester next following the date of the application for reclassification.

Section 6. Military

6.1 An individual who is on full-time active military service in another state or foreign country or an employee of the federal government shall be classified as an in-state student for the purpose of payment of tuition and fees, provided that the person established a domicile in West Virginia prior to entrance into federal service, entered the federal service from West Virginia, and has at no time while in federal service claimed or established a domicile in another state. Sworn statements attesting to these conditions may be required. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

6.2 Persons assigned to full-time active military service in West Virginia and residing in the State shall be classified as in-state students for tuition and fee purposes. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

Section 7. Non-citizens

7.1 A person who is in the United States on a resident visa or who has filed a petition for naturalization in the naturalization court, and who has established a bona fide domicile in West Virginia as defined in Section 3 may be eligible for in-state residency classification, provided that person is in the State for purposes other than to attempt to qualify for residency status as a student. Political refugees admitted into the United States for an indefinite period of time and without restriction on the maintenance of a foreign domicile may be eligible for an in-state classification as defined in Section 3. Any person holding a student or other temporary visa cannot be classified as an in-state student.

8.1 A person who was formerly domiciled in the state of West Virginia and who would have been eligible for an in-state residency classification at the time of his/her departure from the state may be immediately eligible for classification as a West Virginia resident provided such person returns to West Virginia within a one-year period of time and satisfies the conditions of Section 3 regarding proof of domicile and intent to remain permanently in West Virginia.

9.1 Each institution shall establish procedures which provide opportunities for students to appeal residency classification decisions with which they disagree. The decision of the designated institutional official charged with the determination of residency classification may be appealed in accordance with appropriate procedures established by the president of the institution.

9.1.1 An institutional committee on residency appeals will be established to receive and act on appeals of residency decisions made by the designated institutional official charged with making residency determinations.

9.1.1a The institutional committee on residency shall be comprised of members of the institutional community, including faculty and student representatives, and whose number shall be at least three, in any event, an odd number. The student representative(s) shall be appointed by the president of the institutional student government association while the faculty representative(s) shall be selected by the campus-wide representative faculty organization.

9.1.1b The student contesting a residency decision shall be given the opportunity to appear before the institutional committee on residency appeals. If the appellant cannot appear when the committee convenes a meeting, the appellant has the option of allowing committee members to make a decision on the basis of written materials pertaining to the appeal or waiting until the next committee meeting.

9.1.2 The residency appeal procedures will include provisions for appeal of the decision of the institutional committee on residency appeals to the president of the institution.

9.1.3 Residency appeals shall end at the institutional level.

Section 8
Former
Domicile
—

Section 9
Appeals

Fees and Expenses

All West Virginia University fees are subject to change without notice. A nonrefundable special service fee of \$25 must accompany the application for admission to graduate studies. All fees are due and payable to the controller on the days of registration. Completion of arrangements with the controller's office for payment from officially accepted scholarships, loan funds, grants, or contracts shall be considered sufficient for acceptance of registration. Fees paid after regular registration must be paid to the University cashier. Any student failing to complete registration on regular registration days is subject to a late registration fee.

At registration, students pay the fees shown in the fee charts, plus special fees and deposits as required. No degree is conferred upon any candidate and no transcripts are issued to any student before payment is made of all tuition, fees, and other indebtedness to any unit of the University.

It is the policy of West Virginia University to place on restriction students who have outstanding debts to a unit or units of the University. The restriction may include, but is not limited to, the withholding of a student's registration, a student's diploma, or a student's transcript. Persons who are neither regis-

Regulations

tered as University students nor members of its administrative or teaching staffs shall not be admitted to regular attendance in University classes.

Off-Campus Fees

Fees for credit hours for off-campus students are the same as those charged students enrolled on-campus. Off-campus students do not pay the Daily Athenaeum fee, the radio station fee, or the Mountainlair construction fee. However, all students except students taking courses offered by the College of Business and Economics (who pay a \$99 per three credit hour course fee) must pay a \$50 course fee for each off-campus course taken.

Lab Fees

Consult specific departmental sections of this catalog concerning nonrefundable deposits and microscope rentals.

Music Fees

All music majors must pay a fee of \$10.00 per semester, which entitles them to assigned practice space one hour per day. Additional space may be available at the rate of \$4.00 per hour. Band and orchestra instruments may be rented by the semester for \$10.00.

Auditors

Students may enroll in courses without working for grade or for credit by registering as auditors and by paying full fees.

Waivers

According to legislation passed by the West Virginia Legislature in 1983, WVU is limited in the number of graduate and professional waivers that can be awarded each school year. According to Board of Trustees Policy Bulletin No. 49, WVU must give priority consideration in awarding these waivers to students who are West Virginia residents and also to faculty and staff of West Virginia public and private colleges and universities.

Academic deans, directors, and vice presidents of other University of West Virginia Board of Trustees institutions are charged with responsibility of awarding tuition waivers. Students should contact the appropriate person in their department, school, or college for information regarding applications and priorities.

Withdrawals

A student who officially withdraws from University courses may arrange for a refund of fees by submitting to the University controller evidence of eligibility for a refund during the semester.

Refunds

To withdraw officially, a student must apply to the Division of Student Affairs for permission. Semester fees will be returned in accordance with the following schedule:

Academic Year (Semester)	Refund
During the first and second weeks	90%
During the third and fourth weeks	70%
During the fifth and sixth weeks	50%
Beginning with the seventh week	No Refund

To receive a refund of tuition, a student must apply for it at the Office of Admissions and Records. However, students cannot expect a refund if they drop a course or withdraw from the University after the last day for a tuition refund.

Summer Sessions and Non- Traditional Periods

Refunds for summer sessions and non-traditional periods are established based upon the refund rate for the academic year. (For specific information concerning summer session refunds, see the appropriate Summer Schedule of Courses.) Should the percentage calculation identify a partial day, the entire day will be included in the higher refund period. No part of the activity fee is refundable unless the student withdraws from the University.

University policy provides that students called to the armed services of the United States may be granted full refund of refundable fees, but no credit, if the call comes before the end of the first three-fourths of the semester, and

that full credit of courses be granted to persons called to the armed services of the United States if the call comes thereafter; provided, however, that credit as described above will be granted only in those courses in which the student is maintaining a passing mark at the time of departure for military service. In the recording of final grades, for three-fourths of a semester or more, both passing and failing grades are to be shown on the student's permanent record.

A service charge of \$10 will be collected on each check returned unpaid by the bank upon which it is drawn. If the check returned by the bank was in payment of University and registration fees, the controller's office shall declare the fees unpaid and registration cancelled if the check has not been redeemed within three days from date of written notice. In such a case the student may be reinstated upon redemption of the check, payment of the \$10 service charge, the reinstatement fee of \$10, and the late payment fee of \$20.

Payments of tuition, fees, and other charges by check are subject to WVU's non-sufficient funds check policy. A copy of the policy is available in the bursar's office.

Service
Charge
on
Returned
Checks

NSF
Policy

Financial Aid

The Student Financial Aid Office estimates that the total cost of attending WVU for a nine-month academic year is \$8,900 for single West Virginia residents living on or off-campus and \$6,300 for those living at home; \$12,985 for single nonresidents living on or off-campus and \$10,200 for those living at home. These typical estimated student budgets include tuition and fees, books and supplies, room, board, transportation, and personal expenses that provide for a modest but adequate life-style

Cost of
an Academic
Year's Work

West Virginia University annually awards about 1,500 graduate assistantships supported from state appropriations, federal funds, private grants, and contracts; and about 200 fellowships and traineeships derived from federal agencies and from industries and private foundations. Fellowships are awarded on the basis of academic merit and require no service in return. Graduate fellows are expected to spend full time in pursuit of their studies, but may teach to the extent that the particular degree program requires. Most traineeships, provided through institutional grants, are also for full-time study without scheduled duties.

Assistantships

All graduate assistants and fellows are required to be full-time (nine hours or more) graduate students. The individual is primarily a student and secondarily an employee. Tuition and registration fees generally are remitted upon application. Awards are made by degree programs or by the non-academic unit where service is to be rendered. Applications should be made to the dean or director concerned or to the chairperson of the program in which the graduate work will be pursued. Early application is strongly recommended. Students may hold only one appointment as a graduate assistant per term.

Application

Students appointed as graduate assistants are eligible to apply for remission of tuition and certain fees. Tuition and some fees are generally remitted or paid for fellows and trainees. All students must pay the Mountain-lair construction, radio station, and Daily Athenaeum fees, but graduate assistants, fellows, and trainees are granted the same option as part-time students with regard to the remainder of the institution activity fee.

Remission
of Fees

Students may not hold more than the total equivalent of one assistantship. This rule applies even if the appointment comes from several sources (e.g., graduate teaching assistantship, graduate research assistantship, graduate administrative assistantship, graduate residence hall assistantship, and/or teaching fellow).

**Terms of
Employment**

Stipends for graduate assistantships are generally stated in terms of nine- or twelve-month appointments and require service to the institution. The term of service normally runs from August 15 to May 15 for nine-month appointments or from August 15 to December 31 for the fall semester or January 1 until May 15 for spring semester. The total hours of work, as well as the particular days of service (e.g., weekends and/or holidays) required, must be made clear to the student by the appropriate graduate department at the time of assigning the assistantship.

**Teaching
Assistant**

A person who holds a graduate assistantship is obligated to the extent of teaching two three-hour courses per semester, or for the equivalent in laboratory classes, or for other forms of departmental assistance, except research assistance, amounting to a minimum of 12 clock hours per week.

**Research
Assistant**

A research assistant is one whose duties consist of assisting in the research of a faculty member with an obligation of not less than 15 or more than 20 clock hours per week in any semester.

**Administrative
Assistant**

A student employed as a graduate administrative assistant works part time in one of the administrative offices of WVU. Assistantships obligate the student to no less than 12 or more than 20 hours of work per week in any semester.

**Residence
Hall
Assistant**

Approximately 100 positions are available for single graduate and undergraduate students to serve as resident assistants in the University residence halls. Residence hall graduate assistants' duties and responsibilities obligate them to not less than 20 clock hours per week of work. Their job responsibilities entail the planning and implementation of developmental educational programming in the residence halls. Selection is based on the applicant's academic record, previous background and experience, and interpersonal relationship skills. Resident assistants serve as members of the staff of the Office of Student Affairs, advising approximately 50 first-year students on floors in University residence halls. Staff without prior residence hall experience receive room and half-board. Experienced staff receive room and full board. Graduate students serving as staff members are eligible to apply for a waiver of tuition and certain optional fees. Applications are available in December; nine-month appointments are made in April for the following academic year. For further information and an application, write to the assistant director of residence life in the Office of Student Affairs, P.O. Box 6411, West Virginia University, Morgantown, West Virginia 26506-6411.

**Advising
Center
Assistant**

Assistantships are available through the University Advising Center for students who have been admitted to a graduate program. Those who are accepted will provide academic advising services to freshman and sophomore students. A stipend is paid and the graduate student is eligible to apply for waiver of tuition and registration fees. Contact the director of the University Advising Center in the Student Services Center for information and applications.

**Teaching
Fellow**

A teaching fellow is an advanced graduate student, usually in a doctoral program, who would qualify for a junior faculty position if that person were not a graduate student at WVU. A teaching fellow may be given major responsibilities for the design and/or operation of a course, whereas such responsibility is not placed on a graduate teaching assistant.

**Swiger
Fellowships**

Arlen G. and Louise Stone Swiger have been special benefactors to WVU in their establishment of this fellowship program through the West Virginia University Foundation, Inc. Both were WVU graduates. Arlen G. Swiger, a successful New York attorney, bequeathed to the University half of his estate

which became available to the WVU Foundation upon the death of his widow, Louise Stone Swiger. These fellowships are open to doctoral students. Selection is competitive on the basis of academic merit. Application should be made early in the year preceding the year of anticipated enrollment in a doctoral program. Inquiries should be directed to the office of the assistant vice president for curriculum and instruction.

Dr. William Edward Burghardt DuBois was born in 1868. He was educated at Fisk University and received his Ph.D. from Harvard University in 1896. Dr. DuBois was one of the founders of the National Association for the Advancement of Colored People and the Pan-African Congress Movement. Author of many historical and analytical studies of American and African society, his example provides a standard of excellence for scholarship in any discipline and an especially inspiring model for black scholars. Because of the achievements of Dr. DuBois, West Virginia University has named this fellowship program in his honor. The fellowships are open to black graduate and professional students who are native or naturalized U.S. citizens. Selection is competitive on the basis of academic merit and potential for success in graduate or professional study. Inquiries should be directed to the graduate or professional program of choice or to the assistant vice president for curriculum and instruction.

The educational assistance program administered by the federal Department of Veteran Affairs, under which a potentially eligible veteran may be entitled to benefits, is largely dependent upon when the individual served on active duty. DVA administers 11 educational assistance programs and the basic eligibility criteria may vary. Generally, only DVA can determine an applicant's eligibility for educational assistance. For more information, contact the nearest DVA office; in West Virginia, the DVA is located at 640 4th Avenue, Huntington, WV 25701; telephone: 1-800-827-1000.

Information and guidance on loans for graduate students are available in the Student Financial Aid Office, Mountainlair. On-campus employment opportunities can be investigated at the Student Financial Aid Office in the Mountainlair and the Human Resources Office in Knapp Hall. A summer and part-time job service is operated by the WVU Career Services Center in the Mountainlair. Its purpose is to place students in part-time or temporary jobs in Morgantown and the surrounding area.

Students are encouraged to submit applications to outside agencies that support graduate-level study and research. Among the opportunities available are programs sponsored by the Fulbright-Hays Training Grants, the National Science Foundation, the Marshall Scholarship Program, the National Institutes of Health, the Oak Ridge Associated Universities, and the Rhodes Scholarships. Students should contact the Office of Sponsored Programs for assistance in applying for these programs. In most cases, this office will refer the student to a faculty adviser who can provide detailed assistance. Several national agencies publish information about fellowships and financial aid opportunities for graduate students. Individuals interested in reviewing this information should consult the personnel at the reference desk of the Charles C. Wise, Jr. Library.

**W. E. B.
DuBois
Fellowships**

**Veterans
Educational
Assistance**

**Loans
and
Employment**

**Fellowships
within the
United States
and
Abroad**

Academic Integrity/Dishonesty

Responsibilities

The academic development of students and the overall integrity of the institution are primary responsibilities of WVU. Academic dishonesty is condemned at all levels of life, indicating an inability to meet and face issues and creating an atmosphere of mistrust, disrespect, and insecurity. In addition, it is essential in an academic community that grades accurately reflect the attainment of the individual student. Faculty, students, and administrators have shared responsibilities in maintaining the academic integrity essential for the University to accomplish its mission.

Students

Students should act to prevent opportunities for academic dishonesty to occur, and in such a manner to discourage any type of academic dishonesty.

Faculty

Faculty members are expected to remove opportunities for cheating, whether related to test construction, test confidentiality, test administration, or test grading. This same professional care should be exercised with regard to oral and written reports, laboratory assignments, and grade books.

Deans

Deans and department chairpersons are expected to acquaint all faculty with expected professional behavior regarding academic integrity, and to continue to remind them of their responsibility. Deans and department chairpersons shall assist faculty members and students in handling first-offense cheating allegations at the lowest possible level in the University, and with discretion to prevent damage to the reputation of any person who has not been found guilty in the prescribed manner.

Each member of the teaching faculty and all other WVU employees, including but not limited to assistants, proctors, office personnel, custodians, and public safety officers, shall promptly report each known case of academic dishonesty to the appropriate supervisor, department chairperson, or dean of the college or school concerned, and to the Office of Judicial Programs, Office of Student Life.

Definition

West Virginia University expects that every member of its academic community shares the historic and traditional commitment to honesty, integrity, and the search for truth. Academic dishonesty is defined to include but is not limited to any of the following:

Plagiarism

1. Plagiarism: To take and pass off as one's own the ideas, writings, artistic products, etc. of someone else; for example, submitting, without appropriate acknowledgement, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, visual, or oral material that has been knowingly obtained or copied in whole or in part, from the work of others, whether such source is published, including (but not limited to) another individual's academic composition, compilation, or other product, or commercially prepared paper.

Cheating

2. Cheating and dishonest practices in connection with examinations, papers, and projects, including but not limited to: a. Obtaining help from another student during examinations. b. Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own. c. The unauthorized use of notes, books, or other sources of information during examinations. d. Obtaining without authorization an examination or any part thereof.

Forgery/ Fraud

3. Forgery, misrepresentation or fraud:

a. Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record.

b. Use of University documents or instruments of identification with intent to defraud.

c. Presenting false data or intentionally misrepresenting one's records for admission, registration, or withdrawal from the University or from a University course.

d. Knowingly presenting false data or intentionally misrepresenting one's records for personal gain.

e. Knowingly and unethically furnishing the results of research projects or experiments.

f. Knowingly furnishing false statements in any University academic proceeding.

Academic dishonesty includes plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Some cases of forgery, misrepresentation, or fraud which occur outside the context of courses or academic requirements may be referred directly to the University Committee on Student Rights and Responsibilities by any member of the University community. In such cases, the University Committee on Student Rights and Responsibilities will arrange a hearing following the procedure outlined in Step 3 within 15 calendar days of receipt of the charges.

Step 1. If a student is charged with academic dishonesty, the instructor will contact the student in person and/or notify the student in writing of the specifics of the charge within 15 calendar days of the discovery of the offense. The student must respond within five calendar days of the receipt of the notification. If the instructor determines the student is guilty, the maximum penalties the instructor may administer are exclusion from the course, a lower grade, and/or an unforgiveable F (not eligible for D/F repeat policy) in the course. The instructor and/or the department chairperson also may recommend to the dean of the college in which the course is offered that additional penalties be imposed on the student. At the discretion of the faculty member or department chairperson, in cases where there is written admission of guilt by the student, the case may be satisfactorily resolved at the departmental level. Whenever a penalty is administered, the facts of the case shall be reported in writing to the dean of the college or school and a copy forwarded to the Office of Judicial Programs for the permanent records. In cases wherein academic dishonesty occurs in a college or school other than that in which the student is enrolled, the results of the case shall be reported to the dean of the college or school in which the student involved is enrolled.

Step 1

Step 2. If the student denies guilt, if the student believes the penalty imposed in Step 1 is unjust, or if the instructor and/or department chairperson determines the penalties available at Step 1 are insufficient for a specific act, the dean of the college or school in which the course is offered shall be notified in writing of the specifics of the case. The dean shall then implement the following steps within 15 calendar days of receipt of notification:

Step 2

1. All parties involved shall receive written notice of the date, time, and place of the hearing.

2. The student may be advised by a person of his/her choice from within the institution; likewise, the academic officer recommending the additional action may have an adviser from within the institution. Such advisers may consult with, but may not speak on behalf of their advisees,

advisees, or otherwise participate directly in the proceedings unless they are given specific permission by the University Committee on Student Rights and Responsibilities Chairperson.

3. The administrative procedure is not adversarial in nature; the formal rules of evidence do not apply.

4. Witnesses may be called by any of the parties involved.

5. A record of the appeal shall be prepared in the form of summary minutes and relevant attachments and will be provided to any of those involved upon written request.

Step 3 Step 3. If the student wishes to appeal the decision of the dean, the appeal must reach the University Committee on Student Rights and Responsibilities within 30 calendar days of the student's receipt of the dean's decision. The University Committee on Student Rights and Responsibilities will arrange a hearing within 15 calendar days using the following procedures:

1. Formal notification to the faculty member that the student is appealing the penalties imposed in Step 1, or formal notification to the student and faculty member of the charges and nature of evidence which, if proved, would justify additional action.

2. Opportunity for the student, faculty, and witnesses to respond or present evidence in writing to the charges.

3. Review by the dean of the facts and evidence presented, and a determination of the penalty or action, if any, to be applied.

The University Committee on Student Rights and Responsibilities will reach a decision within seven days of the hearing. If the University Committee on Student Rights and Responsibilities finds the student guilty, it will determine the penalty it deems appropriate under the circumstances and inform all parties involved. The penalty imposed cannot be more severe than the penalty imposed by the dean.

Step 4 Step 4. Only sanctions of suspension or dismissal invoked or upheld by the University Committee on Student Rights and Responsibilities may be appealed to the President or his/her designee. Such appeals must reach the President's Office within 30 calendar days after receipt of written notice of the decision of the University Committee on Student Rights and Responsibilities. The decision of the President or the President's designee is final.

Notes on the fee charts on the following pages:

† Nine credit hours are considered the usual maximum at WVU.

* Special fees include Mountainlair (\$56), Daily Athenaeum (\$7), radio station (\$5), health, counseling service, and programs (\$96), transportation (\$44), student affairs (\$29), and athletic (\$41).

Fees listed on this and the following page are accurate as of January 1, 1994; however, fees are subject to change without notice. Please contact the Office of Admissions and Records for more current information.

Fees per Credit Hour for Graduate Studies

Resident				Non-Resident		
Credit	Tuition	Special	Total	Tuition	Special	Total
Hours		Fees*			Fees*	
0	\$90	\$31	\$121	\$313	\$31	\$344
1	90	31	121	313	31	344
2	180	62	242	626	62	688
3	270	93	363	939	93	1,032
4	360	124	484	1,252	124	1,376
5	450	155	605	1,565	155	1,720
6	540	186	726	1,878	186	2,064
7	630	217	847	2,191	217	2,408
8	720	248	968	2,504	248	2,752
9	790	278	1,068	2,800	278	3,078

Higher Education Resource Fund

This fee is paid by graduate students in the Colleges of Business and Economics, Engineering, and Mineral and Energy Resources		
Credit hours	Resident	Non-Resident
0	\$16.00	\$23.00
1	16.00	23.00
2	32.00	46.00
3	48.00	69.00
4	64.00	92.00
5	80.00	115.00
6	96.00	138.00
7	112.00	161.00
8	128.00	184.00
9	140.00	205.00

*Fees per Credit Hour
for Health Sciences Graduate Studies*

Credit Hours	Resident				Non-Resident			
	Tuition	Special Fees*	Health Prof.	Total	Tuition	Special Fees*	Health Prof.	Total
0	\$72	\$31	\$45	\$148	\$219	\$31	\$170	\$420
1	72	31	45	148	219	31	170	420
2	144	62	90	296	438	62	340	840
3	216	93	135	444	657	93	510	1,260
4	288	124	180	592	876	124	680	1,680
5	360	155	225	740	1,095	155	850	2,100
6	432	186	270	888	1,314	186	1,020	2,520
7	504	217	315	1,036	1,533	217	1,190	2,940
8	576	248	360	1,184	1,752	248	1,360	3,360
†9	635	278	408	1,321	1,955	278	1,534	3,767

Additional Fees for Pharmacy

Hours	Resident Education Fee	Non-Resident Education Fee	Resident Health Professions Fee	Non-Resident Health Professions Fee
0	\$3.00	\$11.00	\$59.00	\$200.00
1	3.00	11.00	59.00	200.00
2	6.00	22.00	118.00	400.00
3	9.00	33.00	177.00	600.00
4	12.00	44.00	236.00	800.00
5	15.00	55.00	295.00	1,000.00
6	18.00	66.00	354.00	1,200.00
7	21.00	77.00	413.00	1,400.00
8	24.00	88.00	472.00	1,600.00
9	25.00	100.00	533.00	1,803.00

Other Fees

Application for admission (Dentistry and Medicine)	\$30.00
Application for admission (Law or Graduate Studies)	25.00
Diploma replacement	20.00
Graduation	20.00
(All students pay this fee at the beginning of the semester or session in which they expect to complete their degrees.)	
Late registration (nonrefundable)	20.00
(Charged to students who do not register on the registration days set forth in the University Calendar.)	
Non-enrolled graduate student evaluation fee	50.00
(For graduate students not otherwise enrolled at time of final exam.)	
Professional engineering degree (includes \$20.00 graduation fee)	35.00
Program reactivation fee (graduate students)	25.00
Reinstatement of student dropped from the rolls	10.00
Student identification card replacement	10.00
Student record fee	3.00
Official transcript	3.00
Official letter (statement of degree/grade-point average)	3.00
Course descriptions	5.00
Priority service on above	5.00

Summer Session Tuition and Fees

Tuition, per semester hour	Resident	Nonresident
Graduate Students	90.00	313.00
Dentistry Students	121.00	310.00
Medicine Students	93.00	254.00
Daily Athenaeum Fee*	3.00	3.00
Radio Station Fee*	2.00	2.00
Health, Counseling, and Program Services Fee	36.00	36.00
Mountainlair Construction Fee, per six week summer session or any portion thereof*	21.00	21.00
Student Affairs Fee	11.00	11.00
Transportation Fee	17.00	17.00

*Fee required of all students. (Nonrefundable unless student withdraws officially before the close of general registration.)

Part 4 Programs and Courses

Plan for Numbering Courses

For convenience, each course of study is designated by the name of the department in which it is given and by the number of that course. The plan for numbering courses is as follows:

Courses 1-99: Courses intended primarily for freshmen and sophomores.

Courses 100-199: Courses intended primarily for juniors and seniors.

Courses 200-299: Courses for advanced undergraduate students and selected graduate students. No more than 40 per cent of the credits counted for meeting requirements for a graduate degree can be at the 200 level.

Courses 300-399: Courses for graduate students, students in professional programs leading to a doctorate, and selected advanced undergraduate students. Undergraduates in any class carrying a 300-level course number must have a 3.0 cumulative grade point average and written approval on special forms from the course instructor and the student's adviser. Seniors within 12 semester hours of graduation may, with prior approval of their advisers, enroll in 300-level graduate courses for graduate credit.

Courses 400-499: Courses for graduate students only.

In summary, 200-level courses are intended primarily to serve undergraduate students; 300-level courses are intended primarily to serve introductory course needs for graduate programs.

NOTE: Graduate degree credit-hour requirements must include at least 60 per cent at the 300 and 400 level.

Graduate Level Common Course Numbers and Descriptions

(as approved by the Faculty Senate)

Course 391 *Advanced Topics* . Variable 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

Course 397 *Master's Degree Research or Thesis*. Variable 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

Any school, college, department, or division may elect to offer these courses for its students. With the approval of the assistant vice president for curriculum and instruction, these courses may be graded S or U.

Courses 491 and 497: Courses 491 *Advanced Study* and 497 *Research* are approved for University-wide use by any academic unit. Courses numbered 491 and 497 may be graded S or U.

Courses 492-495: Courses are approved by the assistant vice president for curriculum and instruction. Approved requests are forwarded to the Office of Admissions and Records for entry into the WVU *Schedule of Courses*.

490. *Teaching Practicum*. I and II. 1-3 hr. PR: Consent. Supervised practice in college teaching of _____ (Subject matter determined by department/division/college/school offering the course.)

Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience. Courses numbered 490 are graded S/U.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced topics which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

Note: This course is intended to be helpful in pioneering new courses prior to requesting formal approval through the Senate Curriculum Committee and the full Faculty Senate (no later than the semester following the second offering of a particular Special Topics course) and to allow distinguished visitors whose stay will be a month or longer to instruct in their own fields of specialty.

492. *Directed Study*. I, II, S. 1-6 hr. Directed study, reading, and/or research.

493. *Special Topics*. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.

494. *Special Seminars*. I, II, S. 1-6 hr. Special seminars arranged for advanced graduate students.

495. *Independent Study*. I, II, S. 1-6 hr. Faculty-supervised study of topics not available through regular course offerings.

496. *Graduate Seminar*. 1 hr. PR: Consent. It is anticipated that each graduate student will present at least one seminar to the assembled faculty and graduate student body of his/her program.

Note: This course is intended to provide a mechanism for graduate students to give their "maiden speech" in their chosen discipline. Grading will be S/U.

497. *Research*. 1-15 hr.

498. *Thesis*. 2-4 hr. PR: Consent.

Note: This is an optional course for programs that believe that this level of control and supervision is needed during the writing of students' reports, theses, or dissertation.

499. *Colloquium*. 1-6 hr. PR: Consent. For graduate students not seeking course work credit but who wish to meet residence requirements, use the University's facilities, and participate in its academic and cultural programs.

Note: Graduate students who are not actively involved in course work or research are entitled, through enrollment in his/her department's 499 Graduate Colloquium, to consult with graduate faculty, participate in both formal and informal academic activities sponsored by his/her program, and retain all of the rights and privileges of duly enrolled students. Grading is S/U; colloquium credit may not be counted against credit requirements for masters' programs.

General Comment

Graduate Council policy requires that any student in a master's program has a minimum of 24 hours of "regular" course work: **"...a minimum of 24 hours of course work other than thesis credit is standard and a minimum of 30 total hours is also standard."**

Abbreviations Used in Course Listings

- I: a course given in the first (fall) semester.
- II: a course given in the second (spring) semester.
- I, II: a course given each semester.
- I and II: a course given throughout the year.
- Yr: a course continued through two semesters.
- S: a course given in the summer.
- Hr: credit hours per course.
- Lec: lecture period.
- Rec: recitation period.
- Lab: laboratory period.
- Conc: concurrent registration required.
- PR: prerequisite.
- Coreq: corequisite.
- Consent: consent of instructor required.
- CR: credit but no grade.

An asterisk (*) following credit hours listed as variable indicates that the course normally carries three credit hours. Exceptions are made only in emergencies and must be approved by the departmental chair and by the professor teaching the course.

Schedule of Courses

Before the opening of each semester and the summer sessions, a *Schedule of Courses* is printed, announcing the courses that will be offered by the colleges and schools of WVU.

College of Agriculture and Forestry

Barton S. Baker, Ph.D., Interim Dean; Director of Agricultural and Forestry Experiment Station

Norman D. Jackson, M.W.T., Interim Associate Dean, Academic Affairs

Alfred L. Barr, Ph.D., Associate Director, Agricultural and Forestry Experiment Station

The College of Agriculture and Forestry is divided into five divisions: animal and veterinary sciences, family resources, forestry, plant and soil sciences, and resource management. The college's faculty and staff are located in four buildings on the Evansdale campus, in one building on the downtown campus, on farms administered by the College of Agriculture and Forestry in the Kearneysville, Morgantown, Reedsville, Wardensville, and Union areas, and at the University Forest on nearby Chestnut Ridge.

Students study many different subjects concerned with human behavior, plants, animals, and microorganisms. Curricula in the college stress applied ecology, fabricated structures, and relationships among people as they live and work in a wide variety of settings. The study of applied ecology is interwoven throughout the courses offered in the college to give students a comprehensive understanding of the basic elements that interrelate with and affect our environment.

The College of Agriculture and Forestry sponsors research via an organizational structure called the WV Agricultural and Forestry Experiment Station. The Experiment Station is the mechanism through which research proposals are generated, evaluated, approved, and funded. The University controls extensive lands, which are administered by the College, with specific areas set aside for research and teaching purposes in dairy, general livestock, poultry, forestry, wildlife management, horticulture, general agronomy, entomology, and soils. The required instruction and analytic work is performed in the classrooms and laboratories of the University's facilities.

The College of Agriculture and Forestry currently offers three doctoral programs:

- ***Ph.D. in Agricultural Sciences.*** Doctoral students may choose from the following majors: animal nutrition, crops agronomy, entomology, environmental microbiology, horticulture, plant pathology, or soil science.

- ***Ph.D. in Forest Resources Sciences.*** Doctoral students may choose from the following majors: forest resource management, wildlife and fisheries management, or wood science.

- ***Ph.D. in Natural Resource Economics.*** Doctoral students may choose from the following majors: natural resource and environmental economics, commodity market analysis, modeling and forecasting, or international agricultural and rural resource development.

The College of Agriculture and Forestry offers twelve programs at the master's level. Students can choose from the following majors for a master's degree: agricultural economics, agricultural education, agronomy, animal sciences, entomology, environmental microbiology, family resources, forestry, horticulture, plant pathology, recreation and parks management, or wildlife and fisheries management. In addition students may choose to pursue a master of agriculture (M. Agr.) or a master of science in the intercollege programs in genetics and developmental biology or reproductive physiology.

For additional information concerning any of the graduate programs in Agriculture and Forestry contact the Associate Dean and Coordinator of Graduate Studies, College of Agriculture and Forestry, P.O. Box 6108, West Virginia University, Morgantown, WV 26506-6108; Telephone (304) 293-2691.

Special Requirements and Information

Regular: A regular graduate student is a degree-seeking student who meets all the criteria for regular admission to a program of his/her choice. The student must possess a baccalaureate degree from a college or university, must have at least a grade-point average of 2.75 on a 4.0 scale (or an average of 3.0 or higher for the last 60 credit hours), have met all the criteria established by the degree program, and be under no requirements to make up deficiencies.

The student must:

- 1. Have an adequate academic aptitude at the graduate level as measured by the Graduate Record Examination (GRE), or the New Medical College Admissions Test (New MCAT).
- 2. Provide three letters of reference from persons acquainted with the applicant's professional work, experience, or academic background.
- 3. Submit a written statement of 500 words or more indicating the applicant's goals and objectives relative to receiving a graduate degree.
- 4. International students have the additional requirement to submit a minimum score of 550 on the TOEFL examination if their native language is not English.

See the specific graduate programs for additional requirements.

Provisional: A student may be admitted as provisional when the student possesses a baccalaureate degree but clearly does not meet the criteria for regular admission. The student may have incomplete credentials, deficiencies to make up, or may have a promising undergraduate scholastic record that is less than the 2.75 grade-point average or an average of 3.0 or higher in the last 60 credit hours required for regular admission.

Non-Degree: A non-degree student is a student not admitted to a program. Admission as a non-degree student does not guarantee admission to any course or program. The reasons for non-admission may be late application, incomplete credentials, scholarship deficiencies, or lack of a degree objective. Even though a non-degree student has not been admitted to a graduate program, an academic unit may allow a non-degree student admission. A student must present evidence of a baccalaureate degree and obtain a 2.5 grade-point average on the first 12 credit hours of course work and maintain this average as long as enrolled. A maximum of 12 credit hours of work as a non-degree student may be applied to a graduate degree if the student is later accepted into a graduate program. To be eligible to enter a degree program, the student must maintain a minimum of a 3.0 grade-point average on all course work taken since admission as a graduate student.

College of Agriculture and Forestry Graduate Programs

Agricultural Economics	M.S.
Agricultural Education	M.S.
Agricultural Sciences	Ph.D.
Agriculture	M.Agr.
Agronomy	M.S.
Animal & Veterinary Sciences	M.S.
Entomology	M.S.
Environmental Microbiology	M.S.
Family Resources	M.S.
Forest Resources Science	Ph.D.
Forestry	M.S.F.
Horticulture	M.S.
Natural Resource Economics	Ph.D.
Plant Pathology	M.S.
Recreation & Parks Management	M.S.
Wildlife Management	M.S.

Graduate Faculty

* An asterisk indicates associate membership in the graduate faculty.

† A dagger indicates regular membership in the graduate faculty.

Animal and Veterinary Sciences

Professors

*William E. Collins, Ph.D. (U. Wisc.). Bovine reproduction.

†Robert A. Dailey, Ph.D. (U. Wisc.). Interim Chairperson, Reproductive physiology.

†William H. Hoover, Ph.D. (Penn. St. U.). Animal nutrition.

†E. Keith Inskip, Ph.D. (U. Wisc.). Reproductive physiology.

†Paul E. Lewis, Ph.D. (WVU). Reproductive physiology.

†Ronald A. Peterson, Ph.D. (Mich. St. U.). Nutrition. Physiology-poultry.

†Edward C. Prigge, Ph.D. (U. Maine). Animal nutrition.

*Dale Zinn, Ph.D. (U. Mo.). Meat Science.

Associate Professors

*Phillip I. Osborne, Ph.D. (Clemson U.). Extension Specialist. Livestock marketing and production.

*Wayne R. Wagner, Ph.D. (Colo. St. U.). Extension Specialist. Animal breeding and genetics.

Assistant Professors

†P. Brett Kenney, Ph.D. (Kansas St. U.) Meat Science.

†Hillar Klandorf, Ph.D. (U. Edinburgh). Poultry physiology.

†Richard Russell, Ph.D. (Iowa St. U.). Animal nutrition.

*Paul M. Smith, M.S. (WVU). Food sciences.

Family Resources

Professors

*Margaret Albrink, M.D. (Yale U.). Adjunct.

†Wanda F. Franz, Ph.D. (WVU). Human development, Cognitive development theory.

†Mary K. Head, R.D., Ph.D. (Purdue U.). Experimental foods, Applied human nutrition, Food and dietary evaluation.

*Nora M. MacDonald, M.S. (Iowa St. U.). Apparel design, Clothing for special needs, Fashion merchandising.

†M. Zafar Alam Nomani, Ph.D. (Rutgers U.). Dietary fiber, Cholesterol, Protein and energy metabolism, Nutritional assessment, International nutrition.

Associate Professors

*Beverly Hummel-Azzaro, Ph.D. (WVU). Chairperson, Human Development.

*Marian Beth Liddell, Ed.D. (WVU). Curriculum, Instruction, Supervision.

*Charlotte Nath, Ed.D. (WVU). Adjunct.

*Richard Strasberger, Ed.D. (WVU). Adjunct.

*Marian Swinker, M.D. (Penn. St. U.). Adjunct.

†Bobbie Gibson Warash, Ed.D. (WVU). Preschool curriculum.

Assistant Professors

*Chet Johnson, M.D. (U. Kansas). Adjunct.

*Said M. Ladki, M.S. (U. Wisc.). Visiting.

†Carol Markstrom-Adams, Ph.D. (Utah St.U.). Family, Adolescents, Social contexts.

*Christine A. Myres, M.S. (F.S.U.). Interior design.

*Dottie D. Rauch, M.Ed. (Penn. St. U.). Family resource management.

*Susan Rodman, Ed.D. (WVU). Adjunct.

Forestry

Professors

†Eugene C. Bammel, Ph.D. (Syracuse U.). Recreation and Parks. Leisure theory, Historical interpretation, Tourism.

†Lei Lane Bammel, Ph.D. (U. Utah). Recreation and Parks. Leisure studies, Research designs.

*Jack E. Coster, Ph.D. (Tex. A&M U.). Chairperson, Forestry. Forestry, Entomology.

†Ray R. Hicks, Jr., Ph.D. (SUNY). Forest Management. Forest ecology, Forest pest management.

*Joseph M. Hutchinson, Jr., M.S. (WVU). Recreation and Parks. Recreation/parks management, Administration planning, Policy.

*Norman D. Jackson, M.W.T. (N.C.State U.). Interim Associate Dean for Academic Affairs. Harvesting and primary manufacturing.

- *F. Joseph Margraf, Ph.D. (Tex. A&M U.). Adjunct. Cooperative Fish and Wildlife Unit. Fisheries science, Ecology.
- *Edwin D. Michael, Ph.D. (Tex. A&M U.). Wildlife Management. Wildlife management, Wetland wildlife.
- *David E. Samuel, Ph.D. (WVU). Wildlife Management. Policy and administration, Wildlife attitudes, Hunter education.
- *Robert L. Smith, Ph.D. (Cornell U.). Wildlife Management. Habitat assessment, Ecology of disturbed ecosystems, Population ecology.
- *Stanislaw Jan Tajchman, Ph.D. (U. Munich). Forest Management. Forest meteorology.
- *David E. White, Ph.D. (SUNY). Forest Management. Forestry economics, Policy analysis.
- *Robert C. Whitmore, Ph.D. (B. Young U.). Wildlife Management. Avian ecology, Quantitative ecology.
- *Harry V. Wiant, Jr., Ph.D. (Yale U.). Forest Management. Mensuration, Silviculture.

Associate Professors

- *James P. Armstrong, Ph.D. (SUNY). Wood Science. Physical properties and hardwood drying.
- *William N. Grafton, M.S.F. (WVU). Extension specialist, Wildlife.
- *Curt C. Hassler, Ph.D. (VPI&SU). Leader, Appalachian Hardwood Center. Wood Science. Harvesting, Quantitative methods.
- *Steven J. Hollenhorst, Ph.D. (Ohio St. U.). Recreation and Parks. Wilderness management.
- *David E. Patterson, Ph.D. (Tex. A&M U.). Wood Science. Plant layout, Decision-making, Processing.
- *Sue A. Perry, Ph.D. (N. Tx. St. U.). Adjunct. Cooperative Fish and Wildlife Unit. Aquatic ecology.

Assistant Professors

- *Mary Ann Fajvan, Ph.D. (U. Maine). Forest management, Quantitative silviculture.
- *Douglas G. Gardner, Ph.D. (Miss. St. U.). Wood Science. Adhesion chemistry.
- *William D. Perry, Ph.D. (VPI&SU). Wildlife Management. Fisheries sciences, Aquatic ecology.
- *Steven W. Selin, Ph.D. (U. Ore.). Recreation and parks, Parks and tourism management.
- *Michael Wolcott, Ph.D. (VPI&SU). Wood Science. Forestry sciences.
- *Petra B. Wood, Ph.D. (U. Fla.). Adjunct. Cooperative fish and wildlife unit. Wildlife ecology.

Genetics and Developmental Biology

Professors

- David F. Blaydes, Ph.D. (Ind. U.). Plant genetics, Plant physiology, Cytokinins.
- Donald F. Butcher, Ph.D. (Iowa St. U.). Population genetics.
- Linda Butler, Ph.D. (U. Ga.). Entomology. Forest entomology, Pest management.
- Nyles Charon, Ph.D. (U. Minn.). Medical bacteriology, Genetics and physiology of spirochetes.
- John E. Hall, Ph.D. (Purdue U.). Parasitology, Bacterial endosymbionts.
- Walter J Kaczmarczyk, Ph.D. (Hahnemann Med. Col.). Biochemical genetics, Biochemistry.
- Edward C. Keller, Ph.D. (Penn. St. U.). Ecological genetics, Population genetics.
- Joginder Nath, Ph.D. (U. Wisc.). Chairperson. Cytogenetics, Evolution, Mutagenetics.
- Tong-man Ong, Ph.D. (Illinois St. U.). Adjunct. Mutagenesis toxicology.
- Robert S. Pore, Ph.D. (U. Cal.). Mycology, Pathobiology, Mycoses.
- Dennis C. Quinlan, Ph.D. (U. Rochester). Cellular/molecular biology. Cell membranes, Cancer biology.
- William V. Thyne, Ph.D. (U. Illinois). Statistics, Statistical genetics.
- George V. Tryfiates, Ph.D. (Rutgers U.). Nutritional oncology.
- Knox Van Dyke, Ph.D. (St. Louis U.). Chemiluminescence in human cells, Effects of antiinflammatory drugs on chemiluminescence.

Associate Professors

- Keith Garbutt, Ph.D. (U. Wales). Population genetics.
- Henry F. Mengoli, Ph.D. (Cath. U. Am.). Medical bacteriology, Bacterial Fc receptors, Intestinal colonization.
- Dennis O. Overman, Ph.D. (U. Mich.). Teratology, Organ culture.
- Jeanine Strobl, Ph.D. (Geo. Wash. U.). Estrogen receptor mechanisms.
- Leah A. Williams, Ph.D. (WVU). Developmental biology, Vertebrate anatomy, Lens regeneration.
- David B. Yelton, Ph.D. (U. Mass.). Microbial genetics, Bacteriophage, Molecular genetics.

Assistant Professors

- Hillar Klandorf, Ph.D. (U. Edingurgh). Endocrinology.
- Michael Kotarski, Ph.D. (Cornell U.). Cellular/molecular biology.
- Daniel Panacionne, Ph.D. (Purdue U.). Gene cloning, Gene transfer.
- James Sheil, Ph.D. (U. Ky.). Immunology, Mechanisms of cytotoxic T lymphocyte-mediated antigen recognition and effector function.

Plant and Soil Sciences

Professors

- †James W. Amrine, Jr., Ph.D. (Iowa St. U.). Entomology. Medical entomology, Apiculture, Biological control.
- †Robert E. Anderson, Ph.D. (U. Wisc.). Extension. Environmental microbiology. Environmental education.
- †Barton S. Baker, Ph.D. (WVU). Agronomy. Forage crops.
- †John A. Balasko, Ph.D. (U. Wisc.). Agronomy. Forage crops.
- *John F. Baniecki, Ph.D. (U. Ariz.). Extension. Plant Pathology. Plant disease identification and control.
- †Bradford C. Bearce, Ph.D. (U. Calif.). Horticulture. Florist and nursery crops.
- †Gary K. Bissonnette, Ph.D. (Mont. St. U.). Environmental microbiology, Aquatic microbiology.
- †William B. Bryan, Ph.D. (Iowa St. U.). Agronomy. Pastures.
- †Linda Butler, Ph.D. (U. Ga.). Entomology. Forest entomology, Pest management, Lepidoptera.
- †Henry W. Hogmire, Ph.D. (Mich.St.U.). Entomology. Tree fruit entomology, Integrated pest management.
- †L. Morris Ingle, Ph.D. (Purdue U.). Horticulture. Post-harvest physiology of tree fruits.
- †Walter J. Kaczmarczyk, Ph.D. (Hahnemann Med. C.). Genetics. Biochemical genetics.
- †Robert E. Keefer, Ph.D. (Ohio St. U.). Agronomy. Soil fertility. Organic matter and soil conservation.
- †William L. MacDonald, Ph.D. (Iowa St. U.). Plant Pathology. Forest and shade tree diseases.
- †Joseph B. Morton, Ph.D. (Mont.St.U.). Plant Pathology. Mycorrhizal interactions, Field crop diseases.
- †Joginder Nath, Ph.D. (U. Wisc.). Genetics. Cytogenetics, Evolution, Mutagenesis.
- †John C. Sencindiver, Ph.D. (WVU). Interim Chairperson, Agronomy. Soil Science, Soil genesis and classification, Land reclamation.
- †Rabindar N. Singh, Ph.D. (VPI&SU). Agronomy. Soil chemistry and mineralogy.
- *Richard K. Zimmerman, Ph.D. (WVU). Extension, Plant Sciences. Plant sciences, Conservation

Associate Professors

- †Alan R. Biggs, Ph.D. (Penn.St.U.). Plant pathology, Tree fruits.
- †James L. Brooks, Ph.D. (U. Calif.). Agricultural Biochemistry. Enzymes and plant biochemistry.
- †Alan J. Sextstone, Ph.D. (Mich. St. U.). Environmental Microbiology. Nutrient cycling and biodegradation of pollutants.
- †Jeffrey Skousen, Ph.D. (Tex. A&M U.). Extension specialist. Land reclamation.
- †Joseph E. Weaver, M.S. (WVU). Entomology.

Assistant Professors

Daniel Panacionne, Ph.D. (Purdue U.). Gene cloning, Gene transfer.

Resource Management

Professors

- *Alfred L. Barr, Ph.D. (Okla. St. U.). Associate Director, Agricultural and Forestry Experiment Station.
- †Clifford W. Collier, Jr., M.L.A. (U. Ga.). Extension Landscape Architect. Architecture.
- †Dale K. Colyer, Ph.D. (U. Wisc.). Agricultural Economics. Production economics, Rural development.
- †Robert G. Diener, Ph.D. (Mich. St. U.). Agricultural Mechanics. Electricity, Agricultural mechanization research.
- †Kendall C. Elliott, M.S.Ag.E. (WVU). Agricultural Mechanics. Engines, Hydraulics, Agricultural mechanization research.
- *Alon Kvashny, Ed. D. (WVU). Landscape Architecture. Site design, Landscape construction.
- †Walter C. Labys, Ph.D. (U. Nottingham). Mineral and Energy Economics. Commodity modeling.
- †Layle D. Lawrence, Ph.D. (LSU). Agricultural Education. Social science research, Curriculum development, Teaching methods.
- *George W. Longenecker, M.F.A. (U. Illinois). Landscape Architecture. Plant identification, Planting design.
- *Robert H. Maxwell, Ph.D. (Cornell). Agricultural Education, International programs.
- †Virgil J. Norton, Ph.D. (Ore.St.U.). Agricultural economics. Agricultural and resource economics.
- †Peter V. Schaeffer, Ph.D. (U.S.C.). Chairperson. Regional economics, Regional science.
- †Dennis K. Smith, Ph.D. (Penn.St.U.). Agricultural Economics. Rural development.
- *Delmar R. Yoder, Ph.D. (U.Wisc.). Extension. Resource development.

Associate Professors

- Donald R. Armstrong, M.L.A. (Iowa St.U.). Landscape Architecture. Site design, Design implementation.
- Gerard E. D'Souza, Ph.D. (Miss.St.U.). Agricultural Economics. Farm management, Production economics, Finance.
- Jerald J. Fletcher, Ph.D. (U.Cal.). Agricultural Economics. Resource economics.
- Stacy A. Gartin, Ph.D. (Ohio St.U.). Agricultural Education. Communications, Program planning, Leadership development, Adult education, Teaching methods.
- Tesfa Gebremedhin, Ph.D. (Okla. St.U.). Agricultural Economics. Farm management, Agribusiness.
- Alexander G. Karther, M.F.A. (U. Okla.). Landscape Architecture. Design communication, Design methodology.
- Edna McBreen, Ph.D. (Cornell U.). Director, International Programs. International agriculture, Agricultural education.
- Steven B. McBride, M.L.A. (U.Mass.). Landscape Architecture. Landscape construction, Site design.
- Kerry S. Odell, Ph.D. (Ohio St.U.). Agricultural Education. Research methodology, Microcomputer applications, Teaching methods, Leadership development.
- Tim T. Phipps, Ph.D. (U.Cal.). Agricultural Economics. Resource economics.
- Thomas Torries, Ph.D. (Penn.St.U.). Mineral and Energy Resource Economics.
- Charles B. Yuill, M.L.A. (U.Mass.). Landscape Architecture. Computer applications, Site analysis.

Assistant Professors

- Laura Ann Blanciforti, Ph.D. (U.Cal.). Agricultural Economics. Applied econometrics.
- Alan R. Collins, Ph.D. (Ore.St.U.). Agricultural Economics. Resource economics.

Reproductive Physiology

Professors

- William E. Collins, Ph.D. (U. Wisc.). Endocrinology of bovine reproduction.
- Robert A. Dailey, Ph.D. (U. Wisc.). Neuroendocrine control of reproduction, Follicular development, Ovulation.
- Mark Gibson, M.D. (Case W. Reserve U.). Ovarian and uterine functions.
- E. Keith Inskeep, Ph.D. (U. Wisc.). Uterine and ovarian prostaglandins in sheep and cattle.
- Paul E. Lewis, Ph.D. (WVU). Puberty, Postpartum and seasonal anestrus as limiting factors in reproduction.
- Michael G. Mawhinney, Ph.D. (WVU). Endocrine pharmacology and metabolism of male sex accessory tissues.
- Joginder Nath, Ph.D. (U. Wisc.). Genetics and evolution.

Associate Professor

- Robert L. Goodman, Ph.D. (U. Pitt.). Neuroendocrine control of ovarian function.

Assistant Professor

- Hillar Klandorf, Ph.D. (U. Edinburgh). Poultry physiology.

Adjunct Professor

- Robert Cochrane, Ph.D. (U. Wisc.). Reproduction in laboratory and fur animals.

Agriculture

Barton S. Baker, Interim Dean of the College of Agriculture and Forestry
1170 Agricultural Sciences Building

Degree Offered: Master of Agriculture

Master of Agriculture Students desiring this degree must obtain approval from the Master of Agriculture Committee and meet the minimum admission requirements. The committee charged with administering the degree program is appointed by the Dean of the College of Agriculture and Forestry. The student's baccalaureate degree should be in a field sufficiently related to the course of study contemplated to provide the necessary background. A student whose baccalaureate degree is in a field considered not sufficiently related to the study contemplated may be admitted as a regular or provisional student until specific requirements are met or the student may be admitted on the basis of evidence of satisfactory professional experience.

Requirements Satisfactory completion of 36 hours of course work is required for this degree. The student will select a minimum of 27 hours from the course offerings of the three divisions in the College of Agriculture (Divisions of Animal and Veterinary Sciences, Plant and Soil Sciences, and Resource Management). A minimum of nine hours will be selected from the offerings of each division. No more than three hours of special topics or advanced study from each division may be counted towards the degree. A three-hour problem report may be included at the option of the student and the program committee.

Distribution of Courses The student may choose the additional courses from within the College of Agriculture and Forestry or from offerings of other colleges and schools of WVU. An overall grade-point average of 3.0 is required for graduate courses included as part of the approved program for the degree. Upon completion of the course work, each candidate must undergo a written and oral examination by the candidate's graduate committee. The graduate committee of each candidate shall have one member of the administering committee as a member. This member shall not be the chairperson or student adviser.

Agriculture (AGRL)

200. *Agricultural Travel Course*. S. 1-6 hr. Tour and study of production methods in major livestock and crop regions of the United States and other countries. Influence of population, climate, soil, topography, markets, labor and other factors on agricultural production.

360. *Problem Report for the Degree of Master of Agriculture*. I, II, S. 1-3 hr.

Agricultural Sciences

Barton S. Baker, *Interim Dean of the College of Agriculture and Forestry*
1170 Agricultural Sciences Building

Degree Offered: *Doctor of Philosophy*

The College of Agriculture and Forestry offers graduate studies leading to the degree of doctor of philosophy in agricultural sciences. The doctoral program offers two options: animal and food sciences, and plant and soil sciences. Students entering this program may select research and classes to emphasize environmental microbiology, agronomy, animal nutrition, entomology, horticulture or plant pathology. The objective of the degree program is to provide doctoral students an opportunity to study and conduct research with faculty in areas of excellence within the college. Research and training in the various disciplines are under four major areas of emphasis in the college: forage-livestock production; improvement and protection of soil, plants, and water; food and nutritional sciences; and resource development.

Prospective students initiate application for admission on forms available from the WVU Office of Admissions and Records. The completed forms should be returned to the Office of Admissions and Records, accompanied by payment of the non-refundable special service fee. An official transcript from all colleges attended in the course of an applicant's masters and undergraduate degrees must be part of the application for admission. Applicants must hold a master's or its equivalent to be eligible for admission into the program.

The following admission and performance standards are normally required in the doctor of philosophy in agriculture sciences program:

- An applicant must possess a master's degree and hold a grade-point average (GPA) of 3.0 or above (on a 4.0 scale) in postgraduate courses.
- The graduate record examination is required. For regular admission a minimum score of 1300 is expected.
- A student whose native language is not English must have obtained a minimum score of 550 on the TOEFL examination.
- An applicant must provide three letters of reference.
- A one to two page letter of intent from the student describing his/her research and professional aspirations is required.

Students who do not meet the requirements, but have special qualifications or circumstances, may be admitted as provisional graduate students if approved by the graduate faculty committee, division director and doctoral program coordinator.

After a student is admitted into the doctoral program, the appropriate division director will appoint a major professor in the appropriate field of study. Doctoral students will conduct research in support of projects approved by the West Virginia Agriculture and Forestry Experiment Station (WVAFES) or externally funded grants. The major professor, in consultation with the student and the division director, will select a graduate committee within the first semester of study. The committee will consist of five or more members, the majority of whom must be WVU faculty, with at least one member representing a discipline outside the CAF. Each student and his/her committee will formulate a plan of study, which will be filed in the office of the doctoral program coordinator. WVU regulations concerning committee membership will apply, namely, that the chairman and at least two committee members must be regular members of the CAF graduate faculty.

**Doctor of
Philosophy
in
Agricultural
Sciences**

**Areas
of
Emphasis**

Application

**Performance
Standards**

**Provisional
Admission**

**Graduate
Committee**

**Plan of
Study**

Doctoral students must satisfactorily complete a set of core courses before they will be admitted to candidacy for the Ph.D. degree. All core courses will be at the 300- or 400-level, except where indicated below. Certain course requirements may be waived, if the student has received equivalent training in prior course work. Additional course work pertaining to the student's area of specialization will be determined by the student's major professor and graduate committee. Core courses for students in the divisions initially involved in the reorganized doctoral program will be in the following areas.

A minimum of six credit-hours of course work must be completed in the biological or earth sciences (excluding courses within a student's major field of study).

A minimum of six credit-hours must be completed in biochemistry or advanced chemistry (200-level or above), depending on the student's research concentration.

A two-semester sequence (minimum of six credits) must be completed in graduate level statistics, plus a course in experimental design OR a two-semester sequence (minimum of six credits) must be completed in graduate-level statistics plus one semester (minimum of three credits) of computer science beyond the introductory level.

One seminar must be presented during each year or part of year in residence. A final dissertation research seminar will be presented as a college/university wide seminar.

Oral and written comprehensive (qualifying) examinations will be administered by the student's graduate committee before the end of the second year following admission to the program. Satisfactory completion of the comprehensive examinations and core course requirements will admit the student to candidacy for the Ph.D.

Each candidate for the Ph.D. will be expected to meet the following general requirements:

- A minimum of three semesters in residence
- Successful completion of course work requirements with a grade-point average of 3.0 or higher
- Successful completion of comprehensive examinations prepared and evaluated by the student's graduate committee. Oral and written qualifying exams will be taken before the end of the second year following admission to the program.
- A dissertation, with the dissertation research applied toward an approved Experiment Station project or an approved independently funded research project.
- Successful oral defense of the dissertation.

Although not a requirement, presentation of research results at meetings of a professional society and submission of manuscripts for publication are encouraged.

Agricultural Economics

Peter V. Schaeffer, Chairperson, Division of Resource Management
Thomas Torries, Graduate Program Coordinator
2018 Agricultural Sciences Building
Degree Offered: Master of Science

The master of science in agricultural economics provides advanced training in the areas of agricultural, mineral, energy, environmental, natural resource, resource, and rural development economics. The degree prepares students for further graduate study and a wide variety of careers in business and government.

M.S.

Prospective graduate students initiate application for admission on forms available from the University Office of Admissions and Records. The completed form should be returned to the Office of Admissions and Records, accompanied by payment of the non-refundable special service fee. An official transcript from all colleges attended during an applicant's undergraduate and graduate studies must be a part of the application for admission.

Admission

In addition to general requirements, students must have:

Specific Requirements

- Three letters of recommendation.
- Twelve or more semester credits in economics, agricultural economics, statistics, or appropriate social science courses (should include principles of economics).
- Three or more semester hours of credit in calculus.
- A grade-point average of 2.75 for all credit in economics and agricultural economics.
- A letter of purpose describing research interests and professional aspirations is required.

Students seeking the degree of master of science in agricultural economics may be accepted on a regular or provisional basis. The Admissions Committee reviews and evaluates all applications. Applicants who do not meet all of the requirements above but have special qualifications may be admitted on a provisional basis. Such admission will usually be subject to conditions, however, such as taking course work to make up for deficiencies. Such make-up work will not be counted as part of the credit requirements for the degree. Scores from the Graduate Record Examination are required from students wishing to be considered for graduate research assistantships or tuition waivers. All applicants are encouraged to submit GRE scores.

GRE

A student whose native language is not English must have obtained a minimum score of 550 on the TOEFL examination.

TOEFL

A thesis or course work option may be selected. Students should select the option by the time 12 hours of course work are completed (usually by the end of the first semester in the program) and after consulting with their graduate committees. Candidates with graduate research assistantships should select the thesis option.

Thesis Option

- A minimum of 30 credit hours of approved work to include not more than six hours of credit for the thesis, and enough courses to provide proficiency in economics, resource, and agricultural economics. Courses in closely related social sciences may be included. The student's graduate committee must approve the student's course of study and thesis topic.

Course Work Option • A minimum of 36 credit hours of approved course work to provide proficiency in economics, resource, and agricultural economics. Courses in closely related social sciences may be included if approved by the student's graduate committee.

•Satisfactory completion of an oral examination and, at the discretion of the student's graduate committee, a written examination.

•Satisfactory completion of a written and an oral examination.

Plan of Study Each candidate's plan of study is developed by the student in consultation with his/her major professor and graduate committee. Normally, the plan of study will include graduate-level courses in economic theory, Resource economics, environmental economics, statistics, and agricultural economics. The plan of study should be developed during the first full term of study.

GPA A minimum grade-point average of 3.0 is required for all graduate credit courses taken as part of the approved program for the degree. This includes graduate credit transferred and graduate credit accumulated while pursuing a degree in agricultural economics. Persons requesting transfers of graduate credit must obtain approval of their graduate committee for such transfers.

Assistantships A limited number of graduate research assistantships is available to highly qualified students on a competitive basis. The awards are based on academic merit only.

Agricultural Economics (AGEC)

200. *Land Economics*. II. 3 hr. Classification, development, tenure, use, conservation, valuation, and taxation of rural, urban, mineral, forest, water, and recreational land resources. Private and public rights in land and the effect of population on the demand for land.

206. *Farm Planning*. I or II. 3 hr. PR: AGEC 104 or consent. Planning use of labor, soil, crops, livestock, buildings and equipment; principal factors influencing returns on farms. (Farm visits required.)

211. *Rural Economic Development*. I or II. 3 hr. Resource utilization, economic behavior and economic systems and subsystems, trade, public revenue and its allocation, distribution of income, manpower problems, development policies, and regionalization in rural areas.

220. *Agricultural Cooperatives*. II. 3 hr. History, principles, organization, management, taxation and legal aspects of agricultural marketing, supply, and service cooperatives in the U.S. economic system.

231. *Marketing Agricultural Products*. I or II. 3 hr. Market organization, policies, practices, and factors affecting the marketing of agricultural products. (Tour of market agencies and facilities required.)

235. *Marketing Dairy Products*. II. 2 hr. Milk-marketing policies and practices, including milk-market orders.

240. *Agricultural Prices*. I. 3 hr. Analysis of price-making forces which operate in the market places for the major agricultural commodities.

245. *Energy Economics*. I, II. 3 hr. Analysis of the energy sector and its relationship to the rest of the economy. Emphasis on current policy issues: OPEC, energy security, deregulation, hard vs. soft paths, impediments to coal use.

360. *Resource Appraisal and Exploration Decisions*. I. 3 hr. Appraisal techniques for mineral resources including deposit, project, and regional evaluation. Exploration decisions and Bayesian analysis.

361. *Agribusiness Finance*. II. 3 hr. Credit needs for agricultural businesses, financing farm and market-agency firms, and organization and operation of credit agencies which finance agricultural business firms.

371. *Agricultural Policy*. I or II. 3 hr. Examination of economic aspects of governmental price programs, production and marketing controls, subsidies, parity, export and import policies, and other programs affecting agriculture.

383. *Economic Analysis of Mineral Markets*. I. 3 hr. Microeconomic theory applied to mineral demand, supply, prices, trade, and industrial organization. Forecasting techniques incorporating risk and uncertainty developed to analyze mineral markets.

387. *Mineral Policy Analysis*. II. 3 hr. PR: AGEC 360 or 365. Economics of mineral resources and public policy decisions; problems and effects of regulation and taxation; forms of government taxation and participation; mineral rents.

389. *Quantitative Methods in Mineral Economics*. I. 3 hr. PR: STAT 101 or ECON 125. Probability and statistical techniques for mineral economics. The development and application of computer programs; mineral market models, time-series forecasting techniques, input-output analysis, geostatistical methods, project analysis. 2 hr. lec., 1 hr. lab.

391. *Minerals Technology Assessment*. II. 3 hr. Methods of studying the effects of modifications in technology on the production or utilization of minerals, and the effects on mineral demand, supply, substitution, and markets.

391. *Economics of the Metal Industries*. II. 3 hr. Supply, demand, structure, production, technology, costs, prices, and problems of the metals industry.

392. *International Agricultural Economic Development*. I. 3 hr. Current problems, theories, policies, and strategies in planning for agricultural and rural development for increased food production and to improve the well-being of rural people in the developing countries of the world.

393. *Agricultural Project Analysis and Evaluation*. II. 3 hr. PR: Consent. Design, analysis, and evaluation of development projects; economic and financial aspects of project analysis; identification and measures of comparing projects costs and benefits; preparation of feasibility reports.

395. *Resource Analysis*. I. 3 hr. PR: Senior standing. Construction of models consistent with economic reality for allocating the factors of production available on farms, in forests, and in non-farm agricultural businesses to produce profit maximizing plans through use of linear and dynamic programming and electronic equipment.

395. *Mineral Finance*. II. 3 hr. Methods, risks, and problems of financing mineral projects. Large foreign-project financing, concerns of host governments, multinational mining concerns, and financial institutions.

403. *Theory of Resource Economics*. II. 3 hr. Allocation and distribution of natural resources in static and dynamic contexts. Welfare economics, cost-benefit analysis, and optimal control approaches. Applications to resource valuation, exhaustion, taxation, and regulation in theory and practice.

431. *Advanced Agricultural Marketing*. I or II. 3 hr. PR: Consent. Structure of agricultural marketing; economic theory as applied to agricultural marketing with emphasis on theoretical and practical applications.

438. *Models of Mineral Commodity Markets*. II. 3 hr. PR: ECON 325, 326. Applies advanced econometric methods to specification, estimation, and simulation of dynamic models of domestic and international fuel and non-fuel mineral markets and industries. Programming and forecasting techniques.

440. *Advanced Farm Management*. I. 3 hr. Modern management approaches to agricultural decision making.

441. *Production Economics*. I or II. 3 hr. PR: Consent. Economic principles of production with special application to agriculture.

447. *Oil and Gas Industry Economics*. I. 3 hr. PR: Consent. Analysis of the various stages of the oil and gas industries. Combines geology, engineering, and economic theory to evaluate industry structures and performance.

448. *Economics of the Coal Industry*. I, II. 3 hr. Supply, demand, structure, production, technology costs, prices, and problems of the coal industry. Includes environmental, productivity, and transportation issues.

453. *Resources in Trade and Development*. I. 3 hr. PR: ECON 211, 212; ECON 250 recommended. Causes and consequences of international mineral trade and investment. Commodity market structures, trade expansion, stabilization, and host government-foreign investor relations. Impact of resource production, processing, and exports on macroeconomic development.

457. *Energy and Regional Development*. I, II. 3 hr. Role of energy resources in regional development. Role of energy in the West Virginia economy and various regions of the U.S.

495. *Independent Study*. I, II. 1-4 hr. PR: Consent. Faculty-supervised study of topics not available through regular course offerings.

Resource Management (RESM)

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent.

496. *Graduate Seminar*. I, II, S. 1 hr. PR: Consent.

497. *Research*. I, II, S. 1-15 hr.

Agricultural Education

Peter V. Schaeffer, Chairperson, Division of Resource Management
Stacy A. Gartin, Graduate Program Coordinator
2052 Agricultural Sciences Building
Degree Offered: Master of Science

The agricultural education faculty offers master's programs for persons desiring advanced study in teaching agriculture or in agricultural extension education. Candidates for the master of science degree in agricultural education may be admitted on a regular or provisional basis. A student who does not have a B.S. in agriculture with a major in agricultural education may be required to complete undergraduate courses in agriculture and professional education which are prerequisites to essential graduate courses. Students shall combine graduate courses in agriculture and professional education by taking 16 to 20 hours in agriculture and 10 to 14 hours in education.

Ph.D.

Options

Programs are planned to ensure that candidates develop an understanding of:

Admission

- The teaching/learning process.
- The design and operation of instructional programs in agriculture.
- Research and evaluation processes.
- The philosophy and purposes of public agricultural education.

All graduate courses offered toward the degree must be approved by the student's adviser. A thesis is required as a part of the 30-hour graduation requirement.

Agricultural Education (AGED)

260. *Principles of Cooperative Extension*. I. 2 hr. PR: Consent. Background, philosophy, and history of cooperative extension. Activities of county cooperative extension agents and cooperative extension programs in West Virginia.

261. *Methods and Materials in Extension Education*. II. 2 hr. PR: Consent. Organization and preparation for extension teaching and the processes of communication. (Offered in spring of odd years.)

262. *Agricultural and Natural Resource Communications*. 3 hr. Procedures and practices in developing, interpreting, and communicating agricultural and natural resource information; emphasis on visual materials and effective presentations. (3 hr. lec.)

263. *Teaching Young, Adult Farmer, and Off-Farm Agricultural Occupations Classes*. I. 2 hr. PR: Ed P 105, 106 or consent. Participation in conducting young farmer, adult farmer, and off-farm agricultural occupations classes; organization, course of study, method in teaching, and supervision of classes, young farmers' associations, adult farmers' organizations and off-farm agricultural occupations organizations. (Also listed as C&I 263.)

264. *Cooperative Vocational Education*. II. 4 hr. PR: Consent. Preparation for planning, organizing, and conducting high school programs of cooperative vocational education, and familiarization with business organization and operation. (Also listed as C&I 264.)

362. *Program Building in Cooperative Extension*. II. 3 hr. PR: Consent. Organization in relation to program building. Leadership and group action. Overall working and educational objectives, principles, method, and goals in developing county extension programs. (Offered in spring of even years.)

364. *Organizing and Directing Supervised Farming and Supervised Occupational Experience Programs*. S. 2 hr. PR: AGED 160 or consent. Planning programs of supervised farming and supervised occupational experience; supervising and evaluating such programs for day students, young farmer, adult farmer, and off-farm agricultural occupations classes and groups. (Also listed as C&I 364.)

460. *Planning Programs and Courses for Vocational Agriculture Departments*. S. 2 hr. PR: AGED 160, 188. Gathering data, studying farming and off-farm agricultural occupations problems of day students, young farmers, adult farmers, and off-farm agricultural occupational groups and formulating total programs for school communities. (Also listed as C&I 460.)

492. *Seminar*. I, II, S. 1-3 hr. Overview and analysis of problems, literature, and research in agricultural education.

Resource Management (RESM)

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent.

496. *Graduate Seminar*. I, II, S. 1 hr. PR: Consent.

497. *Research*. I, II, S. 1-15 hr.

Agronomy

John C. Sencindiver, Interim Chairperson of the Division of Plant and Soil Science and Graduate Program Coordinator
1090 Agricultural Sciences Building
Degree Offered: Master of Science

Agronomy is customarily divided into crop sciences and soil sciences and deals with the problems in plant development and crop production and the properties and uses of soils.

Thesis Problems

Thesis problems in crop sciences are selected in forage production, forage quality, forage/livestock systems, grazing management, and brush and weed control in forage crops. In soil sciences, the problems are selected in the areas of pre-mining overburden analyses and minesoils properties, characteristics and utilization of sewage sludge, flyash and other soil amendments, and mineral nutrition of crops or other soils problems. Research problems change in response to needs of the state and region. Cooperative research with other units of WVU, and with research units in other states and overseas, are undertaken as the need and opportunity occur.

Facilities

Facilities for graduate research include several farms, greenhouses, growth chambers, modern laboratories, and specialized equipment.

Prerequisites

The student must have a bachelor's degree from any approved college and an adequate background in the physical and biological sciences. Admission requirements are those of the College of Agriculture and Forestry. Additional undergraduate work may be required according to the needs of the field of specialization of the student. The courses required for graduate study will vary depending on the crops and soils emphasis. They are developed in consultation with the student's adviser and advisory committee. Students interested in study leading to the Ph.D. degree should apply for acceptance into the Ph.D. program in agricultural sciences.

Agronomy (AGRN)

Crop Science Courses

251. *Weed Control*. I. 3 hr. PR: PLSC 52, AGRN 2, or consent. Fundamental principles of weed control. Recommended control measures for and identification of common weeds. 2 lec., 1 lab. (Offered in fall of odd years.)

252. *Grain and Special Crops*. II. 3 hr. PR: PLSC 52, AGRN 2, or consent. Advanced study of methods in the production of grain and special crops. Varieties, improvement, tillage, harvesting, storage, and uses of crops grown for seed or special purposes. (Offered in spring of even years.)

254. *Pasture and Forage Crops*. I. 4 hr. PLSC 52, AGRN 2, or consent. All phases of pasture and forage crop production, including identification, seeding, management, use, seed production, and storage of forage crops. (3 lec., 1 lab.)

325. *Forage Harvesting and Storage*. 3 hr. PR: AGRN 254, or consent. Advanced study of processes associated with harvesting and storage of forages. 3 hr. lec. (Offered in fall of odd years.)

354. *Pasture Management and Utilization*. 3 hr. PR: AGRN 254 and ANNU 101, or consent. Advanced study of pastures and their management and utilization with emphasis on temperate species. 3 hr. lec. (Offered in spring of odd years.)

374. *Tropical Grasslands*. 3 hr. PR: AGRN 254 and ANNU 101, or consent. Advanced study of tropical grasslands and their management and utilization in animal production. (Offered in fall of even years.)

432. *Forage Chemistry and Quality*. 3 hr. PR: ANNU 301 and AGRN 254, or consent. Advanced course in chemistry and biochemistry of pastures and forages, emphasizing factors affecting their quality and principles governing their utilization by herbivorous animals. (Also listed as ANNU 432.) (Offered in spring of even years.) (3 hr. lec.)

Agronomy (AGRN)

Soil Science Courses

210. *Soil Fertility*. I. 3 hr. PR: AGRN 2 or 10. Soil properties in relation to fertility and productivity of soils; scrutiny of essential plant nutrients; use of fertilizers and lime; evaluation of soil fertility.

212. *Soil Conservation and Management*. I. 3 hr. PR: AGRN 2 or 10. Using soil technology to solve soil management problems relating to cropping systems. Field diagnosis of soil problems stressed. (2 lec., 1 lab.)

215. *Soil Survey and Land Use*. I. 3 hr. PR: AGRN 2 or 15 or consent. Identification of morphological characteristics and taxonomic units of soils, techniques of writing soil pedon and mapping unit descriptions and preparing soil maps; evaluation of soils for land use planning. 2 hr. lec., 3 hr. lab. (Offered in fall of odd years.)

217. *Soil Genesis and Classification*. I. 4 hr. PR: AGRN 2 or 15 or consent. Origin and formation of soils; principles of soil classification; study of soil pedons and polypedons; influence of soil-forming factors and processes. Two Saturday field trips required. 3 hr. lec., 3 hr. lab. (Offered in fall of even years.)

230. *Soil Physics*. II. 3 hr. PR: AGRN 2 or 10. Physical properties of soils, water and air relationships and their influence on soil productivity. (2 lec., 1 lab.) (Offered in spring of even years.)

255. *Reclamation of Disturbed Soils*. 3 hr. PR: Junior standing or above and consent. Pedologic definitions and principles will be applied to advance planning and analysis, handling and placement, reclamation and revegetation practices, and continuing use of disturbed soils resulting from mining and urbanization activities. (Field trip required.)

352. *Pedology*. II. 3 hr. PR: AGRN 217 or consent. Genesis and evolution of soils considered as natural bodies; including both macro- and micromorphological properties. Saturday field trips required. 2 hr. lec., 1 hr. lab. (Offered in spring of odd years.)

410. *Advanced Soil Fertility*. II. 3 hr. PR: AGRN 210, BIOL 169 or consent. Influence of soil chemical and physical properties on availability of plant nutrients; intensive study of individual plant nutrients and interactions of nutrients in soils and crops. (Offered in spring of even years.)

416. *Soil Chemistry*. I. 3 hr. PR: Consent. Chemistry of soil development; chemical and mineralogical composition of soils; nature and properties of organic and inorganic soil colloids; cation and anion exchange phenomena; soil chemistry of macro- and micro-nutrients. (Offered in fall of odd years.)

418. *Chemistry of Soil Organic Matter*. II. 3 hr. PR: Organic chemistry or consent. Chemical composition of soil organic matter studied in relation to its physico-chemical properties and humus formation. Methods involving extraction, fractionation, and purification of soil organic components examined. 2 lec., 1 lab. (Offered in spring of odd years.)

421. *Identification of Clay Minerals in Soil*. II. 3 hr. PR: Physical chemistry or consent. Characterization of clay minerals is an important aspect in soils, geology, civil engineering, and related fields. Study of methods used in qualitative and quantitative identification of these secondary minerals in soils and rocks. 1 lec., 2 lab. (Offered in spring of even years.)

Plant Science (PLSC)

420. *Special Topics*. I, II, S. 1-6 hr. Special study in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

450. *Seminar*. I, II. 1 hr. Graduate seminar in environmental microbiology, crop science,

497. *Research*. I, II, S. 1-15 hr. Graduate research in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

Animal and Veterinary Sciences

Robert A. Dailey, Interim Chairperson of the Division of Animal and Veterinary Sciences and Graduate Program Coordinator

G-038 Agricultural Sciences Building

Degree Offered: Master of Science

Areas of Emphasis The master of science in animal and veterinary sciences in the College of Agriculture and Forestry allows maximum flexibility in courses and research problems. Students may emphasize physiology, production, breeding, nutrition, food, or veterinary sciences. They may work with beef and dairy cattle, sheep, swine, poultry, or laboratory animals. Research problems in farm animals form the basis for many studies, but a comparative approach is emphasized.

Additional requirements are similar to those in other biological sciences. The student should have completed basic courses in the physical and biological sciences, including genetics, nutrition, and physiology. Deficiencies may prolong the time needed to complete degree programs.

Prerequisites

A composite graduate record examination score of 1,000 or better will be considered as a basis of admission. The fact that an applicant meets the above requirements shall not guarantee admission since each professor will accept only the number of advisees that can be supervised adequately with available facilities, time, and funds. Students interested in the Ph.D. should apply for admission to the doctoral program in agricultural sciences.

GRE

Agricultural Biochemistry (AGBI)

210. *Introductory Biochemistry*. I, II, S. 3 hr. PR: 8 hr. General chemistry, CHEM 131 or equiv. Introduction to chemistry of cellular constituents (proteins, amino acids, carbohydrates, lipids, nucleic acids, enzymes and coenzymes) and their metabolism in animals and plants.

211. *Introductory Biochemistry Laboratory*. I. 1 hr. Conc.: AGBI 210. Experiments to demonstrate certain principles and properties of animal and plant biochemicals.

212. *Nutritional Biochemistry*. II. 3 hr. PR: AGBI 210 or consent. Nutritional biochemistry of domestic animals.

213. *Nutritional Biochemistry Laboratory*. II. 1 hr. PR: AGBI 210, 211; Conc.: AGBI 212. Experiments to determine the nutritional constituents in animal and plant tissues.

310. *General Biochemistry*. I. 4 hr. PR: 8 hr. organic chemistry. The first half of a general course of biochemistry designed for graduate students of biological sciences. The course emphasizes the chemical properties of cellular constituents.

311. *Laboratory Experiments in Biochemistry*. I. 2 hr. PR or Conc.: AGBI 310. Experiments designed to demonstrate some of the basic tools and procedures of biochemical research.

312. *General Biochemistry*. II. 4 hr. PR: AGBI 310 or consent. The second half of a general course of biochemistry designed for graduate students of biological sciences. The course emphasizes reactions and control of intermediary metabolism.

414. *Enzymes*. II. 3 hr. PR: AGBI 312 or consent. A survey of enzymology covering general principles as well as current concepts and methods.

415. *Advanced Biochemistry Laboratory*. II. 2 hr. PR or Conc.: AGBI 312. Experiments in the areas of intermediary metabolism and enzymology.

416. *Vitamin and Coenzyme Biochemistry*. II. 2 hr. PR: AGBI 312, or BIOL 231, or consent. Chemical and physical properties, analysis, biosynthesis, metabolism, pathobiology, pharmacology, and toxicology of vitamins, vitamin-like compounds, and coenzymes. (Offered in spring of odd years.)

422. *Plant Biochemistry*. I. 3 hr. PR: AGBI 312 or consent. Advanced treatment of the composition and metabolism of plants. Topics include cell wall structure, sulfur and nitrogen metabolism, and photosynthesis. (Offered in fall of odd years.)

424. *Advanced Nutritional Biochemistry*. I. 4 hr. PR: AGBI 310, 311, 312 or consent. Advanced treatment of the biochemistry and metabolism of amino acids, carbohydrates and lipids in the diets of ruminants and nonruminants. (Offered in fall of even years.)

428. *Biomembranes and Muscle Biochemistry*. II. 3 hr. PR: AGBI 312, or BIOC 231, or consent. Chemical, organization, and physiological aspects of membranes and muscles;; molecular and cellular interactions and integrative mechanisms. 3 hr. lec. (Offered in spring of even years.)

Animal and Veterinary Science (A&VS)

420. *Special Topics*. I, II, S. 1-4 hr. (1 hr. credit in special cases only.) Advanced study in particular phases of such animal science topics as animal production, nutrition, physiology, breeding and genetics, veterinary science, and food. (For the master's degree, special topics ordinarily may count 2 to 4 hr.; max. credit, 6 hr.)

491. *Advanced Study*. I, II, S. 1-4 hr.

497. *Research*. I, II, S. 1-15 hr. Research in animal nutrition, physiology, breeding and production, and veterinary science.

Animal Nutrition (ANNU)

301. *Principles of Nutrition and Metabolism*. I. 3 hr. PR: AGBI 210 or consent. A basic course in principles of nutrition with emphasis on the major classes of dietary nutrients and their digestion and utilization.

302. *Nutrition and Physiological Function*. II. 3 hr. PR: ANNU 301 or consent. Sequence to ANNU 301. Techniques used in nutritional studies and the relationship of nutrient requirements to physiological function in species of laboratory and domestic animals and man.

430. *Rumen Metabolism and Physiology*. I. 3 hr. PR: Course in biochemistry. The anatomy and physiology of the forestomachs of ruminants and the rumen microbial population. Emphasis on the microbial metabolism as it pertains to the utilization of feeds by ruminants. (Offered in fall of odd years.)

432. *Forage Chemistry and Quality*. 3 hr. PR: ANNU 301 and AGRN 254, or consent. Advanced course in chemistry and biochemistry of pastures and forages, emphasizing factors affecting their quality and principles governing their utilization by herbivorous animals. (Also listed as AGRN 432.) (Offered in spring of even years.)

434. *Mineral Nutrition of Animals*. II. 3 hr. PR: ANNU 301 or consent. Mineral nutrition of livestock and man; soil-plant-animal interactions. Detailed treatment of function of individual elements and their involvement in deficiency and toxicity conditions on an international basis. (Offered in spring of odd years.)

450. *Seminar*. I, II. 1 hr.

491. *Advanced Study*. I, II, S. 1-6 hr. (Repeat registration permitted for maximum of six credit hours per year.) Topics in advanced nutrition. Subject will be selected by staff for formal presentation.

Animal Physiology and Breeding (ANPH)

200. *Animal Growth and Lactation Physiology*. 3 hr. PR: ANPH 100, or consent. Animal life cycles; nature of growth and lactation; effects of biological, environmental, and social-psychological variants; physiological regulation and control.

204. *Animal Physiology Laboratory*. I. 2 hr. PR: ANPH 100 or consent. Laboratory study of the physiological systems of animals and the influences of environment on these systems.

225. *Physiology of Reproduction*. II. 3 hr. PR: Course in biology. Comparative physiology of reproduction in higher animals; endocrine functions involved in reproduction; genetic and environmental variations in fertility mechanisms.

226. *Breeding of Farm Animals*. I. 3 hr. PR: Course in genetics or consent. Application of principles of quantitative genetics to the improvement of farm animals.

280. *Behavioral Patterns of Domestic Animals*. II. 3 hr. Examination of the bases for exhibition and control of behavioral patterns of domestic animals. 1 lab.

425. *Endocrinology of Reproduction*. II. 4 hr. (2 labs.). PR: ANPH 225 or BIOL 268 or equiv. Discussion of and laboratory experience in classical and current concepts of hormonal and neurohormonal regulations of reproductive phenomena with emphasis on species differences and similarities. (Offered in spring of odd years.)

426. *Advanced Animal Selection*. II. 3 hr. PR: Course in statistics and course in genetics or equiv. An advanced course dealing with the basic concepts of experimental and statistical approaches in the analysis of quantitative inheritance with special reference to the magnitude and nature of genotypic and nongenotypic variability. (Offered in spring of even years.)

450. *Seminar*. I, II. 1 hr.

Animal Production (ANPR)

250. *Current Literature in Animal Science*. I. 3 hr. PR: ANNU 101. Evaluation of current research in animal science and its application to production and management.

422. *Advanced Milk Production*. II. 3 hr. PR: ANNU 101 or consent. Advanced study of the feeding, breeding, and management of dairy cattle.

Food Science (FDSC)

267. *Advanced Meat Science*. I, S. 3 hr. PR: FDSC 167. Theoretical and experimental aspects of meat science, meat product/process systems, and the quantitative biology of muscle systems used for food.

Veterinary Science (VETS)

205. *Parasitology*. II. 3 hr. PR: Course in biology or consent. Common parasites of farm animals, their life cycles, effects on the host, diagnosis, control, and public health importance. 3 hr. lec., 1 hr. lab.

210. *Principles of Laboratory Animal Science*. I. 3 hr. PR: Consent for undergraduates. The management, genetics, physiology, nutrition, disease, and germ-free quartering of common laboratory animals. 1 lab.

Entomology

John Sencindiver, Interim Chairperson of the Division of Plant and Soil Sciences

Linda Butler, Graduate Program Coordinator

G-166 Agricultural Sciences Building

Degree Offered: Master of Science

M.S. Entomology is the study of insects and their arthropod relatives. Students entering the M.S. program in entomology are expected to have an adequate background in biological and physical sciences. Admission requirements are those listed for the College of Agriculture and Forestry. Additional undergraduate course work may be required to make up deficiencies or to meet the needs of the area of specialization of the student.

Thesis Thesis problems in entomology may be selected in areas of pest management; entomology of crops, forests, or urban environments; apiculture; aquatic entomology; medical or veterinary entomology; acarology; araneology; or insect physiology, morphology, ecology, behavior, or systematics. The entomology curriculum is offered by the entomology faculty in the College of Agriculture and Forestry. Facilities for graduate research include experiment farms, greenhouses, laboratories, specialized equipment, and the WVU Arthropod Collection.

Course work and thesis research in entomology are designed to prepare students for professional careers in entomology and closely related areas of agricultural, biological, and environmental sciences. Graduates of the entomology program are employed by state and federal agencies, private industry, educational institutions, or become self employed.

Ph.D. Students may enroll for a Ph.D. degree in entomological topics by applying for acceptance into the Ph.D. program in agricultural sciences.

Entomology (ENTO)

201. *Apiculture*. II. 3 hr. PR: BIOL 1 and 2, or consent. Development, physiology, and behavior of the honey bee with emphasis on colony management, pollination, diseases of bees; properties of honey and beeswax.

202. *Apiculture Laboratory*. II. 1 hr. PR: Concurrent or previous enrollment in ENTO 201. Identification and anatomy of honey bees, assembly and use of beekeeping equipment, field management of honey bees, examination for diseases and pests, production of queens and nuclei.

204. *Principles of Entomology*. I. 4 hr. PR: BIOL 1 and 2 or equiv. Basic course dealing with the anatomy, morphology, physiology, reproduction, systematics, ecology, and management of insects.

210. *Insect Pests in the Agroecosystem*. I. 3 hr. PR: ENTO 204 or consent. Life cycle, damage, and economic impact of pestiferous insects in the agroecosystem. Included are insect pests of agricultural and ornamental plants, stored products, structures, and livestock. 2 lec., 1 lab

212. *Pest Management*. II. 3 hr. PR: ENTO 204 or consent. An in-depth look at current problems and solutions in controlling insect pests in an environmentally compatible manner. Management techniques include cultural, mechanical, physical, biological, regulatory, and chemical practices. 3 lec.

390. *Special Topics*. I, II, S. 2-6 hr. PR: ENTO 204 or equiv., or consent. Each of the following courses is given every other year: Exopterygota; Endopterygota Part I, Part II; Larval Insects; Arachnology; Pesticides in the Environment; Insect Morphology; Insect Physiology; Medical Entomology.

450. *Seminar*. I, II. 1 hr. per sem.

497. *Research*. I, II, S. 1-15 hr.

Plant Science (PLSC)

200. *Recognition and Diagnosis of Plant Disorders*. I. 4 hr. PR: PPTH 201 and ENTO 204. Creates an ability for the student to use systematic inspection to determine cause or causes of a plant disorder.

201. *Principles and Methods of Plant Pest Control*. II. 4 hr. PR: PPTH 201 and ENTO 204. Concepts of control and how they are implemented by exclusion, eradication, protection, and immunization.

Environmental Microbiology

John Sencindiver, Interim Chairperson of the Division of Plant and Soil Sciences

Alan N. Sexstone, Graduate Program Coordinator
401 Brooks Hall

Degree Offered: Master of Science

The graduate curriculum in environmental microbiology in the College of Agriculture and Forestry places emphasis on the interrelationships of micro-organisms and their environments. Study leading to the M.S. degree is designed to prepare students with specialization in microbiology as applied to soil, water, wastewater, agriculture, and food.

The teaching and research faculty have special interests in the areas of environmental microbiology, mycorrhizal symbioses, biotransformation of environmental pollutants, pollution abatement, public health and sanitary aspects of aquatic, terrestrial, and food environments, and the general microbial ecology of such environments. **Faculty**

Graduate training is designed to offer qualified students a broad background in the environmental sciences through cooperation with other disciplines in the College of Agriculture and Forestry, College of Arts and Sciences, College of Engineering, and School of Medicine. A thesis is required. Students interested in the doctoral degree should apply for acceptance into the program leading to the Ph.D. in Agricultural Sciences. **Ph.D.**

Environmental Microbiology (ENVM)

201. *Environmental Microbiology*. II. 4 hr. PR: ENVM 141 or consent. Microbiology as applied to soil, water, wastewater, sewage, air, and the general environment. Occurrence, distribution, ecology, and detection of microorganisms in these environments.

347. *Food Microbiology*. I. 4 hr. PR: ENVM 141 and AGBI 210, or consent. Ecology and physiology of microorganisms important in the manufacture and deterioration of foods. Techniques for the microbiological examination of foods. (Offered in fall of odd years.)

348. *Sanitary Microbiology*. I. 3 hr. PR: ENVM 141 or consent. Microbiology and health hazards associated with food handling, water treatment, and sanitary waste disposal. (Offered in fall of even years.)

Plant Science (PLSC)

420. *Special Topics*. I, II, S. 1-6 hr. Special study in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

450. *Seminar*. I, II. 1 hr. Graduate seminar in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

497. *Research*. I, II, S. 1-15 hr. Graduate research in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

Family Resources

Beverly Hummel-Azzaro, Chairperson of Division of Family Resources

Wanda Franz, Graduate Program Coordinator

702 Allen Hall

Degree Offered: Master of Science

Emphases

The graduate program in the Division of Family Resources provides students the opportunity to study for a master of science degree. Two areas of emphasis are offered: (1) child development/family studies; (2) human nutrition.

Child Development Family Studies

The child development and family studies emphasis is structured to give students a basis from which to conduct research and to work with families and children in educational and clinical settings. In addition, the program prepares students for entering Ph.D. programs in child development and family studies, family life education, psychology, or counseling.

Field Experience

Courses in child development and parenting strategies are supplemented with field experience in a variety of settings, such as the Child Development Laboratory, the hospital neonatal intensive care and pediatric units, the W.G. Klingberg Center for Child Development, Stepping Stones, and parenting education programs in the community.

Careers

Individuals choosing an emphasis in child development and family studies may select from a wide variety of careers which include employment as child care specialists, early childhood teachers, developmental specialists, child life educators, parent educators, and extension specialists.

Human Nutrition

The human nutrition program offers students a variety of opportunities in clinical and applied nutrition. Students can apply to be enrolled concurrently in the AP-4 program, to become eligible to take the registration examination for the dietetics profession. In addition, the program prepares students for entering Ph.D. programs in nutrition, education, and nutritional biochemistry.

Research

A variety of research opportunities with the human nutrition and foods faculty is offered to students as collaborative opportunities are available with the WVU Health Sciences Center, the Gerontology Center, the exercise physiology Program, and with the West Virginia child nutrition programs.

Background courses in nutrition, foods, general and organic chemistry, and the biological sciences are helpful to students selecting the human nutrition area for specialization. Individuals choosing an emphasis in human nutrition may select from a wide variety of careers, which include employment in hospitals, clinics, industrial and institutional food service organizations, fitness centers, and government-supported health programs.

Undergraduate Majors

Students should have completed an undergraduate curriculum in the area of specialization for which they seek admission. A student whose undergradu-

ate degree is in a different field will ordinarily be required to take supplemental undergraduate courses.

Students pursuing a master of science degree in family resources have a choice of two options: thesis or research report. The thesis option requires a minimum of 39 hours of coursework, which includes six hours of thesis credit. The creative/scholarly problem option requires a minimum of 39 hours of coursework, which includes three hours credit for research. For further information, contact the Graduate Program Coordinator, Division of Family Resources, 702 Allen Hall, P.O. Box 6124, West Virginia University, Morgantown, WV 26506-6124; (304) 293-3402.

Thesis/ Research Report

Child Development and Family Studies (CDFS)

212. *Adolescent Development*. I. 3 hr. PR: CDFS 10. Adolescent in contemporary American culture, including normative physical, social, and personality development; relationships within various typical social settings (e.g., family, school, community, peer group). (Offered in spring of even years.)

213. *Contemporary Issues in Family Relations*. I. 3 hr. Study of recent research findings in the major areas of family relationships. Topics include effects of divorce upon children, impact of employment upon the marital relationship, and spousal violence.

214. *Family Development*. I. 3 hr. The contemporary family from formation of material unit to death of both spouses. Special attention to the use of the family life cycle and developmental tasks.

215. *Parenting Strategies*. II. 3 hr. PR: Senior or graduate standing or consent. Focus on the interactions between parent and child. Analysis of typical problems which occur in parenting. Deals solely with normal daily situations which often occur in the home.

216. *Child Development Practicum*. I, II. 3-4 hr. Application of child development principles. Involves planning developmentally appropriate activities for 3- and 4-year-old children at the University Child Development Laboratory.

340. *Survey of Family Studies*. I. 3 hr. A comprehensive overview of the theoretical and empirical literature focusing on the family.

341. *Cognitive Development of the Child*. II. 3 hr. Piaget's basic theory, including his view of perceptual, symbolic, motor and logical-mathematical development, across the life span.

345. *Socio-Emotional Development of the Child*. I. 3 hr. A study and examination of contemporary theory and research into various facets of the socialization process in infancy and childhood. (Offered in fall of odd years.)

347. *Comparative Study of the Family*. I. 3 hr. The comparative method as a framework for family analysis. The family as both an independent and dependent variable in social change. Alternative methods for achieving similar cultural objectives. Converging patterns in the contemporary world setting.

348. *Theories of Child Development*. II. 3 hr. Examination of major theoretical conceptions of child development. Work of Werner, Piaget, Freud, Erikson, and the American learning theorists compared and contrasted. (Offered in fall of even years.)

Family Resources (FAMR)

373. *Professional Development*. I, II, S. 1-6 hr. (May be repeated for credit.) PR: Departmental consent. Specially designed experiences for those interested in advancing professional skills in a particular specialty. (Graded as S or U.)

390. *Research Methods in Family Resources*. II. 3 hr. PR: Introductory statistics or written consent. Research methodology, experimental design, and statistical analysis as relevant to problems in family resources.

394. *Practicum/Internship*. I, II, S. 1-6 hr. PR: Consent.

397. *Master's Degree Research or Thesis*. I, II, S. 1-15 hr. PR: Consent.

490. *Teaching Practicum*. I, II. 1-3 hr. PR: Consent. Supervised practices in college teaching of home economics.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

494. *Graduate Seminar*. I, II, S. 1-4 hr. PR: Consent of graduate adviser.

497. *Research*. I, II, S. 1-15 hr. PR: Consent.

498. *Thesis*. I, II, S. 1-6 hr. PR: Consent.

499. *Graduate Colloquium*. I, II, S. 1-6 hr. PR: Consent. For graduate students not seeking course work credit but who wish to meet residence requirements, use the University's facilities, and participate in its academic and cultural programs.

Home Economics Education (HEED)

278. *Vocational Home Economics*. II. 3 hr. PR: Senior standing or consent. Develops an understanding of federal vocational legislation to enable an individual to develop and implement programs in vocational education.

281. *Contemporary Problems in Home Economics*. I. 3 hr. Applies the broad-based philosophy of home economics to current individual family and community problems, e.g., societal impact on families, changing consumer market, changing roles, day care, diminishing energy resources, career education, etc.

Home Management and Family Economics (HMFE)

261. *Consumer Economics*. II. 3 hr. Understanding the consumer's role in our economy. Study of research methods and techniques used to identify, understand, and solve consumer problems.

Human Nutrition and Foods (HN&F)

250. *Restaurant Operations Management*. 3 hr. PR: HN&F 153. Application of the principles of food and beverage management in a full service restaurant existing within a commercial/non-commercial food service operation; emphasis on provision of atmosphere and service integral to fine dining. (1 hr. lec., 2 hr. lab.)

254. *Experimental Foods*. II. 4 hr. PR: HN&F 55, organic chemistry or consent. Study of basic chemical processes that occur within food systems including the effects of storage, processing, and alterations in formulation on qualities of food products; introduction to laboratory methodology in foods research.

257. *Food, Labor, and Cost Control*. II. 3 hr. PR: HN&F 153, ACCT 51. Food systems accounting and cost control. Techniques for analyzing, managing, and controlling food and labor costs. (Offered in spring of even years.)

258. *Food Systems Management Practicum*. II. 4 hr. PR: HN&F 153 and consent. Ten weeks or 400 hours of practical experience in operations of the type in which the student is majoring.

260. *Advanced Nutrition*. I. 3 hr. PR: HN&F 71, physiology. Coreq.: Biochemistry. Role of food nutrients in physiological and biochemical processes of the body; nutritional needs of healthy individuals under ordinary conditions.

261. *Nutrition Laboratory Experimentation*. I. 1 hr. Coreq.: HN&F 260 or consent. Nutrient analysis and introduction to nutrition experimentation.

272. *Community Nutrition 1*. II. 2-3 hr. PR: HN&F 71. Beginning planning for community nutrition for individuals and families at various stages of the life cycle. Roles of agencies and professional groups. Clinical experience in community facilities for the third credit hour optional.

274. *Nutrition in Disease*. 4 hr. PR: HN&F 71; physiology or consent; biochemistry required for dietetics majors. Nutritional care aspect of patients. Modification of diet to meet human nutrition needs in various clinical conditions.

279. *Dietetics As a Profession*. I. 1 hr. PR: Senior standing. Discussion of the profession of dietetics and the professional organization, American Dietetic Association (ADA). Completion of materials to meet ADA membership requirements.

370. *Human Nutrition Concepts and Application*. II. 3 hr. PR: HN&F 260 or equiv., and consent. Critical study of the nutrient evaluation methods and the nutrient requirements of the human in health and disease, and scope of its application. (Offered spring of even years.)

Interior Design (ID)

232. *Computer Aided Drafting and Design*. 2 hr. PR: ID 139. Lecture/studio using computer aided drafting and design for interior design; emphasis on CADD as a drafting tool. (1 hr. lec., 1 hr. studio.)

235. *Contract Interior Design*. I. 3 hr. PR: ID 138, 139. Studio experience in contract interior design problems; emphasis on design of offices as work environments.

236. *Interior Design Professional Practices*. 3 hr. PR: ID 138. Relationships between marketing/management functions and the design process; problem-solving approach to completion of a design installation. (3 hr. lec.)

237. *Contract Interior Design 2*. 3 hr. PR: ID 235. Studio experience in solving design problems related to public spaces, hotels, restaurants, department stores, specialized retail outlets, and health care facilities. (3 hr. studio.)

239. *Interior Design Internship*. 3-6 hr. PR: Junior standing and written consent. Supervised, direct experience with a practicing designer or other closely allied professional in a career environment.

240. *Interior Design Seminar*. 1 hr. PR: ID 236. Professionals in interior design discuss professional organizations ethics, entry-level positions, and business practices. (1 hr. sem.)

Textiles and Clothing (TXCL)

221. *Socio/Psychological, Cultural Aspects of Dress*. 3 hr. PR: TXCL 121 and senior standing or consent. Study of social, psychological, and cultural research and literature affecting clothing choices over time. Original research will be conducted by each student.

222. *Fashion Merchandising*. 3 hr. PR: TXCL 121 and junior standing. Study of merchandising activities performed on the retail level including planning sales and assortments, selecting merchandise for resale, controlling inventories, and determining profit. Basic mathematical formulas involved in merchandising are practiced.

224. *Flat Pattern Design*. 3 hr. PR: TXCL 27, 124, 126, or consent. Opportunity for creative expression and for understanding of pattern design through the flat pattern. Apparel designed and constructed by the student.

225. *Tailoring*. 3 hr. PR: TXCL 27, 124, 224 or consent. Comparison of traditional and contemporary tailoring techniques. Student will construct a coat or jacket and skirt or pants.

226. *Apparel Design and Illustration*. 3 hr. PR: TXCL 224 or consent. Art principles and fashion terminology explored to analyzing apparel design. Examination of sources of design inspiration. Techniques of drawing using a live fashion model and various media for apparel design presentation.

227. *Advanced Textiles*. 3 hr. PR: TXCL 27, 127. Comparative characteristics of all textile fibers. Physical and chemical properties are studied with reference to fiber morphology and/or manufacturing processes.

228. *Clothing for Special Needs*. 3 hr. PR: TXCL 224 or consent. Physical, psychological, and sociological clothing needs of individuals with functional limitations. Historical developments, current research, and research needs. Each student conducts a pertinent individual research project.

229. *Fashion Merchandising Study Tour*. 1 hr. PR: Senior standing in textiles and clothing. Study of the textiles and clothing industry through on-site visits to: historic costume and textile collections, apparel manufacturing plants, design showrooms, buying offices, pattern companies, and retail establishments. Readings included.

Forestry

Jack E. Coster, Chairperson of Division of Forestry

322-A Percival Hall

Degrees Offered: *Doctor of Philosophy in Forest Resource Science, Master of Science, Master of Science in Forestry, Master of Science in Recreation*

Ph.D. A student seeking admission to work toward the degree of doctor of philosophy in forest resources science in the College of Agriculture and Forestry may choose as the major field of study forest science, wood science, or wildlife and fisheries management. Within these major fields of study, specialization is limited only by the range of competencies in the graduate faculty.

Curriculum Requirements Curriculum requirements for all candidates include a block of graduate courses in the major field, which will constitute a comprehensive review of the significant knowledge in that field, and a block of graduate courses in a minor field of study. A minimum of 60 semester hours beyond the bachelor's degree and exclusive of the dissertation is required.

The research work for the doctoral dissertation must show a high degree of scholarship and must present an original contribution to the field of forest resources science. In addition to course work and the dissertation, the candidate is required to pass a qualifying examination and a final examination.

**Dissertation/
Qualifying
Examination**

Admission requirements are those of the College of Agriculture and Forestry. Additionally, students seeking admission for the degree of master of science in forestry (M.S.F.) should have completed an undergraduate curriculum in forestry. A student whose undergraduate degree is in a field other than forestry will ordinarily be required to take supplemental undergraduate courses. Candidates for the degree may major in forest biometry, forest ecology, forest economics, forest genetics, forest management, forest meteorology, silviculture, or wood industry. The candidate must complete 30 hours of approved study, six hours of which shall constitute a thesis. The program ordinarily requires two years of residence.

**Admission
M.S.F.**

The Division of Forestry of the College of Agriculture and Forestry offers program options leading to the master of science in recreation (M.S.R.) for students who wish to major in recreation and parks management. Graduate program emphases include, but are not limited to, recreation administration and policy, environmental education and interpretation, and recreation planning and resource management. Degree requirements are either 30 semester hours of approved study, including a six credit-hour thesis, or 36 semester hours without a thesis but including a three credit-hour problem paper. This program ordinarily requires two years of residence.

M.S.R.

Graduate studies in wildlife and fisheries management in the Division of Forestry lead to the master of science (M.S.) degree. Students may elect either 30 semester hours of approved study, including a six hour thesis or 36 hours of approved study without a thesis but including a three hour problem paper.

M.S.

Forestry (FOR)

220. *Forest Policy and Administration*. I and II. 3 hr. PR: Upperclass forestry major or consent. Forest policy in the United States; important federal and state laws; administration of public and private forests; problems in multiple-use forestry.

226. *Remote Sensing of Environment*. II. 2 hr. PR: MATH 3, 4. Measurement and interpretation of natural resources and environment from photography, radar, infrared, and microwave imagery.

233. *Principles of Industrial Forestry*. I. 3 hr. PR: Forestry senior or consent. Analysis and case studies of problems pertinent to the integration of wood conversion technology with principles of production, marketing, and management.

310. *Biometeorology*. II. 4 hr. PR: Consent. A description of the physical environment of plants and its effect on growth, its modification for increasing yield and for plant protection against extreme atmospheric conditions.

410. *Biophysical Ecology*. I. 3 hr. PR: FOR 310 or consent. An analysis of interactions of plants and animals with their environment based on principles of environmental physics. Energy and mass exchange between plants and animals, and their environment; environmental variables and organism parameters. (Offered in Fall of even years.)

419. *Microclimatology*. II. 3 hr. PR: Consent. A description and quantitative treatment of climate near the ground in terms of physiological processes of energy and mass exchange.

470. *Special Topics in Forestry, Wood Science, Wildlife, or Recreation*. I, II, S. 1-6 hr.

480. *Principles of Research*. I. 2 hr. The specific method as applied in the formal, concrete, and normative sciences; special emphasis on forestry-related research plans and reports.

490. *Teaching Practicum*. I, II. 1-6 hr. PR: Consent. Supervised practices in college teaching of forest resources management, wood science, wildlife management resources, and recreation and parks.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled classes.

497. *Research*. I, II, S. 1-15 hr.

498. *Thesis*. I, II, S. 1-6 hr. PR: Consent.

499. *Graduate Colloquium*. I, II, S. 1-6 hr. PR: Consent. For graduate students not seeking course work credit but who wish to meet resident requirements, use the University's facilities, and participate in its academic and cultural programs.

Forest Hydrology (FHYD)

243. *Forest Water Quality*. I. 3 hr. PR: Forestry major or consent. (This course will not substitute for FHYD 244.) Influences of natural forest cover, forest land uses, and harvesting practices on selected water quality parameters that can be detected in simple field and laboratory tests.

244. *Watershed Management*. II. 3 hr. PR: FMAN 12, 211. (Primarily for forest management majors.) Influences of silvicultural practices and forest management activities on the hydrology of forested catchments.

Forest Management (FMAN)

200. *Forest Measurement, Interpretation, Wildlife Management*. S. 5 hr. PR: BIOL 51; C E 5; FMAN 122. (Course will be taught during four consecutive 6-day weeks.) Application and study of forest resources practice with emphasis on field problems.

201. *Forest Resources Management Southern Trip*. S. 1 hr. PR: FMAN 200 or consent. One-week trip to the Southern Pine Region to observe forest management practices on private and public lands.

211. *Silvicultural Systems*. I. 4 hr. PR: Forestry major or consent; FMAN 12. Principles of regeneration cuttings, intermediate cuttings, and cultural operations, with their application to forest stands.

213. *Regional Silviculture*. I. 2 hr. PR: Forestry major or consent. FMAN 12; PR or Conc.: FMAN 211. Major forest types of the United States: their composition, management, problems, and silvicultural treatment.

215. *Principles of Artificial Forestation*. II. 3 hr. PR: Forestry major or consent; FMAN. 12. Seeding and planting nursery practice; phases of artificial regeneration.

216. *Forest Genetics and Tree Improvement*. II. 3 hr. PR: Forestry major or consent; GEN 272 or equiv., or consent. Forest genetic principles and their application to forest tree improvement, including crossing methods, selection systems, and other techniques.

222. *Advanced Forest Mensuration*. II. 3 hr. PR: Forestry major or consent; FMAN 122. Measurement of growth and yield; statistical methods applied to forest measurement problems.

230. *Principles of Forestry Economics*. II. 4 hr. PR: ECON 54 and 55 or equiv. Production, *WVU Graduate Catalog*

distribution, and use of forest goods and services. Emphasis on analytical methods and problem solving techniques in the economic aspects of forestry.

233. *Forest Management*. I. 4 hr. PR: Summer Camp; PR or Conc.: Forestry major or consent; FMAN 211. Principles of sustained yield forest management. Organization of forest areas, selection of management objectives, application of silvicultural systems, and regulation of cut. Forest management plan.

234. *Forest Resources Management Planning*. I, II. 3 hr. PR: Forestry major or consent; senior standing. Analysis and planning for management of forest resources. Development of a management plan for an actual forest tract.

330. *Advanced Principles of Forestry Economics*. II. 3 hr. PR: ECON 51, 52 or equiv.; FMAN 230 or equiv. Intensive study of both micro- and macroeconomics of forestry.

411. *Advanced Forest Ecology*. I. 3 hr. PR: F. Man. 12 or equiv.; FMAN 211. Ecological relationships in forests with emphasis on biogeochemical cycles.

412. *Silvicultural Practices for Hardwood Forest Types*. II. 3 hr. PR: FMAN 211. Designing proper silvicultural systems for managing Appalachian hardwood stands; reconstructing stand histories, recognizing problems, and prescribing appropriate silvicultural treatment.

Recreation and Parks (RCPK)

202. *Recreation Internship*. I. 3 hr. PR: RCPK 43, 44, 251/263, 233/235/271. Supervised, full-time leadership responsibility with a recreation agency for a minimum of eight weeks. Program must relate to the student's curriculum option and must be approved in advance by the internship program coordinator.

203. *Professional Synthesis*. I, II. 3 hr. PR or Conc.: RCPK 202. A capstone course for seniors that involves the synthesizing of professional training and field work experiences.

216. *Philosophy of Recreation*. II. 3 hr. PR: Consent. Interpretation of recreation as a basic part of the living process; importance to individual community and national welfare; social and economic significance.

226. *Leisure and Aging*. 3 hr. PR: Consent. Analysis and examination of leisure in middle and later stages of the lifecycle; discussion of appropriate facilities and programming for older people. 3 hr. lec.

233. *Wildland Recreation Management*. I. 3 hr. PR: FMAN 12 or consent. Topics include an analysis of administrative agencies concerned with wildland management; methods of ameliorating human impact on outdoor recreation resources; discussion of philosophies underlying wilderness recreation; and a review of contemporary controversies concerning wildlands.

234. *Wilderness in American Society*. II. 3 hr. PR: RCPK 233 or consent. A seminar examining political, sociological, and environmental aspects of American wilderness. A discussion on articles concerning wilderness preservation, management, and aesthetics.

235. *Parks and Recreation Administration*. I. 3 hr. PR: 12 hr. recreation and parks courses, junior standing, or consent. Principles of administration as applied to the operation of recreation and park agencies, including legal foundations, policy, organization, personnel, finance, and programs of service.

238. *Tourism and Recreation Business*. 3 hr. PR: Junior standing or consent. Analysis of tourism and related recreation businesses. Resource characteristics and conflicts, marketing and development of commercial recreation enterprises. 3 hr. lec. (Offered in fall of odd years.)

241. *Recreational Services for Special Populations*. I. 3 hr. PR: Consent. Introductory analysis of current therapeutic recreation services; attentiveness to the need for broadening recreation and park services to include members of special populations; familiarization with the planning consideration for the conduct of such services.

242. *Historical and Cultural Interpretation*. II. 3 hr. PR: Recreation and parks major or consent. Methods of locating source materials for reconstructing the historical, cultural, and physical aspects of an area for an interpretive center; preparing brochures, displays, and nature trails to facilitate interpretive activities.

248. *Environmental Concerns in Outdoor Recreation*. I. 3 hr. PR: Consent. Understanding and interpreting environmental concerns within the context of outdoor recreation.

251. *Recreation Leadership*. I. 3 hr. PR: Recreation and parks major or consent. Leadership functions and techniques, group dynamics, supervision, and use of volunteers. Theory and practice are related through a field placement with a local recreation agency.

263. *Program Planning*. II. 3 hr. PR: Recreation and parks major or consent. Fundamentals for general program planning; considers needs, facilities, age groups, local customs, climatic factors, etc. Planning involved in playgrounds, indoor centers, playfields, parks, hospitals, voluntary agencies, industries, and camps.

265. *Planning and Design of Recreation Places*. II. 3 hr. PR: Recreation and parks major or consent. Study of planning and design concepts, standards and guidelines, use continuum, grants-in-aid, and planning of selected areas of facilities: parks, pools, centers, and recreation resource areas development.

275. *Outdoor Enterprise Operations and Finance*. II. 3 hr. PR: Recreation major or junior standing. Principles and practices in planning, development, operation, and financial management of selected outdoor enterprises; considerable emphasis on assignments involving problem solving.

280. *Therapeutic Recreation Principles and Procedures*. 3 hr. PR: RCPK 241 or consent. Basic intervention techniques in providing therapeutic recreation services, including individual and small group techniques, adaptive equipment, assistive techniques, standards, regulations, and ethics.

282. *Therapeutic Recreation Program Planning*. 3 hr. PR: RCPK 241 or consent. Design and development of therapeutic recreation programs utilizing a systems approach based on leisure related needs of clients. Includes assessment, program development, implementation, monitoring, and evaluation.

408. *Recreation and Park Management Practicum*. 2-4 hr. PR: Consent. Field experience and conference in the study, analysis, and solution of management problems in private, commercial and governmental recreation and park organizations.

415. *Leisure and Recreation*. I. 3 hr. PR: Consent. Study of leisure as a social phenomenon and its implications for recreation.

421. *Recreation Planning: Human Interest Areas*. 3 hr. Exploration of human interest areas as sources of recreation program content; the nature, factors, and extent of participation; and their structuring and administration through work program planning. (Offered in fall of even years.)

462. *Community Recreation*. I. 3 hr. PR: RCPK 316 or consent. Study of problems related to providing adequate recreation services for a community. Standards and quality of

recreation service; methods of measuring existing services and their coordination; community organization procedures. For leaders in voluntary agencies, schools, churches, and municipal recreation organizations. (Offered in fall of odd years.)

472. *Seminar in Recreation*. I, II. 1-3 hr. (Repeatable up to 6 hr. credit.) Overview and critical analysis of literature in recreation interpretation, environmental concerns, or leisure studies.

Wildlife and Fisheries Management (WMAN)

213. *Wildlife Ecosystem Ecology*. I. 3 hr. PR: BIOL 1, 2, and 51 or consent. Basic principles of ecosystem ecology, emphasizing structure and function, succession, adaptation of organisms to the environment (physiological ecology), and survey of major ecosystems with emphasis on their role as wildlife habitats.

214. *Wildlife Population Ecology*. II. 3 hr. PR: WMAN 213 or consent. Emphasis on theoretical and applied population ecology including population growth, interactions, regulation, and effects of harvesting and exploitation on natural populations. 2 hr. lec., 1 hr. lab.

224. *Vertebrate Natural History*. I. 3 hr. PR: BIOL 2 or consent. Relationships of fish, amphibians, and reptiles to the forest, with emphasis on the ecology, taxonomy, evolution, natural history, and field identification of these groups. Laboratory emphasizes natural history and anatomy of fish, amphibians, and reptiles.

225. *Mammalogy*. 3 hr. PR: BIOL 2 and 4 or consent. Mammals and their biological properties with emphasis on life history, ecology, and distribution of regional forms. (Also listed as BIOL 258.)

226. *Ornithology*. II. 3 hr. PR: BIOL 1, 2, or consent. Identification, distribution, and ecology of birds (particularly of forest lands). (2 hr. lec., 1 hr. lab.)

228. *Wildlife Policy and Administration*. II. 3 hr. Study of the organization, authority, policies, programs, and administration of public agencies and private organizations concerned with fish and wildlife. Emphasis is on the legal and political role in making wildlife management decisions.

231. *Wildlife Techniques*. I. 3 hr. PR: Wildlife major or consent; WMAN 213, BIOL 151. Field and laboratory techniques necessary in management and study of wildlife; collection of field data, mapping, censusing, habitat evaluation, literature and scientific writing.

234. *Principles of Wildlife Management*. II. 3 hr. PR: Wildlife major or consent; W. Man. 213, 231. Major game animals and problems and principles involved in their management.

312. *Advanced Wildlife Population Ecology*. II. 3 hr. PR: WMAN 214 or equiv., or consent. Case history approach to wildlife population ecology with emphasis on ungulates, gallinaceous birds, large predators; forest invertebrates and their vertebrate predators; endangered species; genetics and conservation of wildlife populations. Emphasis on current and historical literature. (3 hr. lec.)

333. *Quantitative Ecology*. I. 3 hr. PR: STAT 311 or equiv., and WMAN 213 or equiv. A survey of techniques and strategies for the quantitative analysis of complex ecological data sets. (Offered in fall of odd years.)

370. *Wildlife Seminar*. II. 1 hr. per sem.; (4 hr. max.). PR: Consent. Discussion of current developments in wildlife management.

380. *Rural and Urban Wildlife Management*. II. 3 hr. PR: Consent. Management of nongame wildlife in the rural and urban environment, emphasizing habitat improvement and development and control of pest species. 2 hr. lec., 1 hr. lab. (Offered in spring of odd years.)

434. *Ecology and Management of Upland Wildlife*. I. 4 hr. PR: Consent. Ecology and management of upland game birds and mammals with emphasis on recent literature. (Offered in fall of even years.)

436. *Ecology and Management of Wetland Wildlife*. II. 4 hr. PR: Consent. Ecology and management of waterfowl and wetland furbearers with emphasis on recent research and management literature. (Offered in spring of even years.)

Wood Science (WDSC)

200. *Forest Measurement Field Practice*. S. 3 hr. PR: Wood Industry major, BIOL 51, C E 1, FMAN 122. Application of surveying and mensurational practices with emphasis on field problems.

201. *Wood Industries Field Trip*. S. 1 hr. PR: WDSC 134. A one-week trip to observe manufacturing methods and techniques of commercial wood industry plants. Plants visited include furniture, plywood, veneer, hardboard, particle board, pulp and paper, sawmilling, and preservation.

213. *Wood Chemistry*. I. 3 hr. PR: Wood Industry major or consent; CHEM 131 or 133. Chemical composition of wood including cellulose, hemicellulose lignin and extractives. Chemical processing of wood.

222. *Harvesting Forest Products*. 3 hr. PR: MATH 4 or equiv. and WDSC 132. Analysis of ground-based and cable harvesting systems, including time and motion studies, productivity and cost analysis, occupational safety and health, environmental issues, equipment evaluation and selection, and trucking of forest products. (2 hr. lec., 1 hr. lab.)

223. *Forest Roads*. 4 hr. PR: C E 5, C S 5. Techniques of design, layout, and construction details of various standards of forest roads. (2 hr. lec., 2 hr. lab.)

230. *Wood Machining*. I. 2 hr. PR: Consent. Introduction to basic concepts of wood machining with emphasis on production equipment and furniture manufacturing.

234. *Statistical Quality Control*. I. 3 hr. PR: Forestry major or consent; WDSC 134. Methods used to control quality of manufactured wood products. Control charts of variables and attributes. Acceptance sampling techniques.

235. *Light-Frame Wood Construction*. I. 2 hr. PR: Forestry major or consent. Use of wood in light-frame construction. Basic design procedures and construction methods.

237. *Wood Adhesion and Finishing*. II. 3 hr. PR: Wood Industry major or consent; WDSC 123 and 141. Fundamentals of the bonding and finishing of wood including preparation, processing, and evaluation of adhesive and finishing systems.

240. *Physical Behavior of Wood*. II. 3 hr. PR: WDSC 123, PHYS 1, and MATH 4. Specific gravity and density of wood; relationships between wood and liquids and applicat wood seasoning; thermal, electrical, and acoustical properties.

241. *Wood Mechanics*. 3 hr. PR: Wood industry major or consent; WDSC 123, MATH 15, and PHYS 1. Introduction to static properties of selections, elementary mechanics of deformable bodies, axial loading, column and beam analysis, and design considerations. (2 hr. lec., 1 hr. lab.)

251. *Forest Products Protection*. II. 3 hr. PR: WDSC 123, 134. Biological organisms responsible for deterioration of wood products, their control by preservative methods, and study of fire retarding methods.

260. *Plant Layout for Wood Industries*. II. 3 hr. PR: Senior standing. Relates knowledge of wood to industrial wood product processes to optimize production. Study of proper arrangement of machines, and work and storage areas.

262. *Forest Products Decision-Making*. I. 3 hr. PR: Junior standing in Forestry. Decision-making tools and techniques used by the forest products industry such as simulation linear programming, network analysis, forecasting, game theory.

265. *Wood-based Composite Materials*. 3 hr. PR: WDSC 132, 240, and 241. Fundamentals of manufacturing wood-based composite materials, including processing, products, evaluation, and applications in the marketplace. (2 hr. lec., 1 hr. lab.)

320. *Wood Microstructure*. I. 3 hr. PR: WDSC 123; senior standing. Detailed examination of wood microstructure as it relates to processing, behavior, and identification.

340. *Advanced Physical Behavior of Wood*. I. 3 hr. PR: WDSC 240 or equiv. or consent. Physical relationships of water and wood; fluid flow through wood; thermal, electrical, and acoustical behavior of wood. Theories of wood drying and their application.

362. *Forest Products Operations Research Models*. II. 3 hr. PR: WDSC 262 and demonstrated knowledge of Fortran and Basic, or consent. Analysis of operations research models currently used by the forest products industry. Students will develop new models. (Offered in spring of even years.)

473. *Seminar in Wood Utilization*. II. 1 hr. per sem.; max. credit, 4 hr. PR: Consent. Reports and discussions of recent research in fundamental and applied phases of wood utilization.

Genetics and Developmental Biology

Joginder Nath, *Chairperson of the Interdisciplinary Faculty*
1120 Agricultural Sciences Building

Degrees Offered: *Master of Science, Doctor of Philosophy*

The M.S. and Ph.D. degrees are offered in genetics and developmental biology, an interdisciplinary program involving the faculty and facilities of a number of departments in the various colleges and schools of the University. A student may concentrate in genetics or developmental biology. The areas in which emphases are offered are as follows:

Genetics—Biochemical and molecular genetics, cytogenetics, developmental genetics, immunogenetics, mutagenesis, toxicology, human genetics, plant genetics, population and quantitative genetics, and animal breeding;

Developmental Biology—Molecular aspects of development, experimental morphogenesis, teratology, regeneration, oncology, descriptive embryology, and life cycles of animals and plants.

The student may also minor in one or more other scientific fields. Students are expected to maintain at least a 3.0 (B) average in all work offered in fulfillment of the degree program. For a more complete statement of requirements, the student is referred to the program's Guidelines for Graduate Students in the Genetics and Developmental Biology Program. The chairperson for the Genetics and Developmental Biology program is housed in the College of Agriculture and Forestry.

The objective of this program is an increased level of understanding of modern concepts and methodologies employed in genetic and developmental

Specializations

Minor

Objectives

biological work and to prepare a student to pursue a career in teaching and/or research. Responsibility for a student's program is vested in a graduate committee charged with arranging the student's course work, conducting examinations, and supervising the research.

Admission

To be considered for admission in the program the student must possess a baccalaureate degree from an accredited college or university, must have a grade-point average of at least a 2.75 (on a 4.0 scale), or an average of 3.0 or higher for the last 60 credit hours or an average of 3.0 or higher in all courses in sciences and mathematics.

GRE MCAT

The student must submit the scores of the Graduate Record Examination (GRE), or the New Medical College Admission Test (New MCAT). The student must provide three letters of reference from persons acquainted with the applicants' professional work, experiences, or academic work and submit a written statement of 500 words or more indicating the applicants' goals and objectives relative to receiving a graduate degree.

Prerequisites

Basic training in mathematics, physics, chemistry, and biology is required for admission. Students lacking prerequisites may be accepted in a provisional status but must fulfill them before graduation. Applications for graduate study should be sent in as early in the year as possible, but not later than April 1 for entry the following August. However, applications are accepted year-round for admission to the program in the following semester. Official transcripts of baccalaureate and/or master's degrees must be sent directly to the WVU Office of Admissions and Records. Application forms can be received from the WVU Office of Admissions and Records, P.O. Box 6009, Morgantown, WV 26506-6009. For further information, write to the Chair.

Application Date

Genetics (GEN)

290. *Crop Breeding*. II. 3 hr. PR: GEN 171 or 321. Methods and basic scientific principles involved in improvement of leading crops through hybridization, selection, and other techniques. (Offered in spring of even years.)

321. *Basic Concepts of Modern Genetics*. I. 3 hr. PR: 8 hr. biological sciences and 1 yr. chemistry. Independent inheritance, linkage. Chemical nature of genetic material. Control of phenotype by genetic material. Gene action and coding of genetic material.

325. *Human Genetics*. II. 3 hr. PR: GEN 171 or 321 or consent. Study of genetic system responsible for development of phenotype in man. (Offered in spring of odd years.)

335. *Population Genetics*. II. 3 hr. PR: GEN 171 or 321 or consent. Relationship of gene and genotype frequencies in populations of diploid organisms, and the effects of mutation, migration, selection, assortive mating, and inbreeding in relation to single gene pairs. Application of these concepts to multigenic inheritance of quantitative traits. (Offered in fall of odd years.)

370. *Medical Genetics*. II. 2-4 hr. PR: Second-year medical student standing; graduate student in Genetics and Developmental Biology; others by consent. Introduction to clinical genetics including molecular, biochemical, and cytogenetic aspects of human biology. Application of genetic principles to human health and disease. (Also listed as CCMD 370, MED 370, PEDI 370.)

391. *Advanced Topics*. I, II, S. Variable 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

424. *Cytogenetics*. II. 4 hr. PR: GEN 171 or 321, and BIOL 215 or consent. Emphasis on macromolecules that carry information of the chromosomes, cell division, and the cytological and molecular basis of genetics. Special attention given to visible manifestation

of genes, human cytogenetics, of genomes and chromosome morphology, and their evolution. (Offered in spring of odd years.)

426. *Advanced Biochemical Genetics*. II. 3 hr. PR: GEN 171 or 321 and organic chemistry. Physiological and biophysical concepts of genetic material. Structure and arrangement of genetic units. Nucleic acids as carriers of genetic information. Gene action and amino acid coding. Biochemical evolution of genetic material. Genetic control mechanisms of mutation. (Offered in fall of even years.)

427. *Genetic Mechanisms of Evolution*. I. 3 hr. PR: GEN 171 or equiv. Molecular genetic mechanisms which result in evolutionary change. Origin of life, origin and organization of genetic variability, differentiation of populations, isolation and speciation, role of hybridization and polyploidy, and origin of man. (Offered in fall of odd years.)

450. *Seminar*. I, II. 1 hr. per sem. Recent literature pertaining to biochemical, classical, human, molecular, and cytological genetics.

497. *Research*. I, II, S. 1-15 hr.

Developmental Biology

The following courses in the Departments of Anatomy, Biochemistry, and Biology may be applied toward the requirements for a major in developmental biology: Anatomy 402 *Advanced Developmental Anatomy*, Anatomy 405 *Experimental Embryology*, Biochemistry 491 *Advanced Study in Nucleic Acids*, Biology 214 *Molecular Basis of Cellular Growth*, Biology 309 *Molecular Biology of the Gene*, Biology 362 *Developmental Biology*, and Biology 364 *Advanced Plant Physiology*.

Horticulture

John Sencindiver, *Interim Chairperson of the Division of Plant and Soil Sciences*

Morris Ingle, *Graduate Program Coordinator*
G-164 Agricultural Sciences Building

Degree Offered: Master of Science

The College of Agriculture and Forestry offers a master of science degree in horticulture based upon the physical and biological sciences. Students entering the program must have an adequate background in agriculture, biology, and chemistry. Deficiencies in these areas must be corrected early in a student's program by enrollment in specified courses. Admission requirements are those for the College of Agriculture and Forestry.

Degree

The following courses must be completed with a passing grade before admittance to regular graduate student status: Horticulture 107, one semester of organic chemistry, Biology 169, and Agronomy 2.

Prerequisites

The following courses must be completed with a passing grade before the master of science in horticulture can be conferred: Horticulture 204, Entomology 204, and Plant Pathology 201. The credit hours from these may be counted toward the master of science degree in horticulture if they are taken as part of the last 10 hours of undergraduate course work with prior permission or if they are taken during graduate work.

Requirements

Faculty and facilities are available for thesis research in greenhouse management, ornamental production, tree and small fruit production, and fruit physiology and storage. A thesis is required. Horticulture students interested in studying for the Ph.D. degree should apply for admission into the Ph.D.

Facilities

degree program in agricultural sciences.

Graduates are employed by private industry, governmental agencies, and educational institutions, or become self employed.

Horticulture (HORT)

204. *Plant Propagation*. II. 3 hr. PR: PLSC 52 or consent. Study of practices of plant propagation and factors involved in reproduction in plants.

242. *Small-Fruits*. I. 3 hr. PR: PLSC 52, HORT 107, or consent. (One 2-day field trip required.) Taxonomic, physiological, and ecological principles involved in production and handling of small-fruits. 2 lec., 1 lab. (Offered in fall of odd years.)

243. *Vegetable Crops*. I. 3 hr. PR: PLSC 52 or consent. (One 3-day field trip required.) Botanical and ecological characteristics influencing the production of vegetable crops. 2 hr. lec., 1 hr. lab. (Offered in fall of even years.)

244. *Handling and Storage of Horticultural Crops*. I. 3 hr. PR: PLSC 52; CHEM 16. Characteristics of perishable crops. Methods and materials used to maintain quality. 2 lec., 1 lab. (Offered in fall of odd years.)

245. *Greenhouse Management*. II. 3 hr. PR: Two semesters of Inorganic Chemistry and HORT 107 or consent. Greenhouse as a controlled plant environment. How to regulate factors influencing plant growth and development within specialized environments of greenhouses.

246. *Tree Fruits*. I. 3 hr. PR: PLSC 52 or consent. Principles and practices involved in production of tree fruits. 2 lec., 1 lab. (Offered in fall of even years.)

301. *Post-Harvest Physiology*. II. 3 hr. Physiology and biochemistry of harvested crops. 1 lec., 2 labs. (Offered in spring of odd years.)

Plant Science (PLSC)

420. *Special Topics*. I, II, S. 1-6 hr. Special study in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

450. *Seminar*. I, II. 1 hr. Graduate seminar in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

497. *Research*. I, II, S. 1-15 hr. Graduate research in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

Natural Resource Economics

Peter V. Schaeffer, Chairperson, Division of Resource Management
Thomas Torries, Graduate Program Coordinator
2018 Agricultural Sciences Building
Degree Offered: Doctor of Philosophy

The College of Agriculture and Forestry offers graduate studies leading to the degree of doctor of philosophy in natural resource economics. The doctoral program offers three fields of study:

- Natural resource and environmental economics
- Commodity market analysis modeling and forecasting, and
- International agricultural and resource development

The primary objective of the doctoral program is to educate persons so that they are capable of meeting the demands of the highest levels of their professions. Careers for which students completing the program are qualified include those with universities, research institutes, industry, and state, national, or international agencies concerned with resource use.

Prospective graduate students initiate application for admission on forms available from the University Office of Admissions and Records. The completed form should be returned to the Office of Admissions and Records, accompanied by payment of the non-refundable special service fee. An official transcript from all colleges attended during an applicants undergraduate and graduate studies must be a part of the application for admission.

- An applicant must possess a master's degree and hold a grade - point average of 3.5 or above (on a 4.0 scale) in postgraduate courses.
- Scores from the Graduate Record Examination are required. A combined score of 1600 (verbal, quantitative, and analytical scored) or better is expected from applicants to the Ph.D. program.
- Applicants whose native language is not English must have obtained a minimum score of 550 on the TOEFL examination.
- Three letters of recommendation are required.
- A letter of purpose describing research interests and professional aspirations is required.

Applicants who do not meet all of the requirements above but have special qualifications may be admitted if approved by the Graduate Faculty Committee, the Division Director, and the Doctoral Program Coordinator. Such admission will usually be subject to conditions, however, such as taking course work to make up for deficiencies. Such make-up work will not be counted as part of credit requirements for the degree.

A limited number of graduate research assistantships is available to highly qualified students on a competitive bases. The awards are based on academic merit only.

After a student is admitted, the doctoral program coordinator will appoint a major professor to direct his/her research. Doctoral students will conduct research in support of approved projects. The student, in consultation with the major professor and the doctoral program coordinator, will select a graduate committee during the second semester of study. The committee will consist of five or more members, the majority of whom must be WVU faculty, with at least one member representing a discipline outside the program. Each student and his/her committee will formulate a plan of study, which will be filed in the office of the doctoral program coordinator. University regulations concerning

Ph.D.

Options

Admission

G.P.A.

GRE

TOEFL

Assistantships

Requirements
for
Research

committee members require that a majority of the graduate committee, including the major professor, must be regular members of the WVU graduate faculty.

Core Courses Doctoral students must satisfactorily complete a set of core courses in economic theory, quantitative methods, and resource analysis before they will be admitted to candidacy for the Ph.D. degree. All core courses will be at the 300- or 400-level. Certain course requirements may be waived if the student has received equivalent training in prior course work. Additional required course work pertaining to the student's area of specialization will be determined by the student's major professor and graduate committee.

Fields of Study There are three fields of study: natural resource and environmental economics; commodity analysis, modeling, and forecasting; and international agricultural and resource development. Doctoral students must select two fields and related courses subject to approval by the student's major professor and graduate committee. The student will be required to successfully complete a minimum of three courses at the 300 or 400 level in each field selected.

Oral Exams Oral and written comprehensive (qualifying) examinations will be administered by the student's graduate committee before the end of the second year following admission to the program. Upon satisfactory completion of the comprehensive examinations and core course requirements, the student will be eligible for admittance to candidacy for the Ph.D. in natural resource economics.

Admission to Candidacy Each candidate for the Ph.D. degree will be expected to meet the following general requirements:

- Completion**
- A minimum of two years in residence
 - Successful completion of comprehensive examinations in core courses and two fields of study. Oral and written qualifying examinations will be taken before the end of the second year following admission to the program.
 - A dissertation
 - Successful oral defense of the dissertation.

Although not a requirement, presentation of research results at a meeting of a professional society and the submission of manuscripts for publication are encouraged.

Plant Pathology

John Sencindiver, Interim Chairperson of the Division of Plant and Soil Sciences

528 Brooks Hall

Degree Offered: Master of Science

Research and Instruction Graduate studies in plant pathology leading to the master of science degree deal with the biology and control of plant diseases. The teaching and research faculty is composed of six full-time members with special interests in the areas of forage, ornamental, forest, vegetable, and fruit-tree pathology, as well as mycology, disease physiology, and plant fungus symbiosis.

Graduate training is designed to offer qualified students a broad background in the agricultural sciences through cooperation with other disciplines in the College of Agriculture and Forestry, the Eberly College of Arts and Sciences, and the School of Medicine.

Objective The primary objective of the research and training program is to provide students with training for professional careers in plant pathology or other biology-related disciplines.

A thesis is required. Course work and research problems are designed by the student, the graduate adviser, and the advisory committee. Admission requirements are those of the College of Agriculture and Forestry. Students interested in the Ph.D. should apply for admission into the doctoral program in agricultural sciences.

Thesis

Ph.D.

Plant Pathology (PPTH)

201. *General Plant Pathology*. I. 4 hr. Nature and causes of plant diseases; methods of control.

301. *Diseases of Economic Plants*. I, II, S. 1-3 hr.; 2 hr. in summer. PR: PPT 201 or 303 or consent. Recognition, cause, and control of diseases of economic plants. (Sem. I--Diseases of vegetable crops and of tree and small fruits; Sem. II--Diseases of ornamental plants and field and forage crops; S--Diseases of forest trees. Students may register for 1-3 hrs. in I and II, 2 hr. in S, until 8 hours of credit are accumulated) (Offered in alternate years)

302. *Principles of Plant Pathology*. II. 4 hr. PR: PPTH 153, 201, or 303, or consent. (Primarily for graduate students and seniors majoring in biology or agriculture science.) Nature of disease in plants with practice in laboratory methods. (Offered in spring of even years)

303. *Mycology*. I. 4 hr. Lectures and field and laboratory studies of parasitic and saprophytic fungi.

309. *Nematology*. II. 3 hr. (Primarily for graduate students majoring in the agricultural sciences or biology.) Nematode taxonomy, bionomics, and control, with particular emphasis on plant parasitic forms. (Offered in spring of odd years)

402. *Physiology of Plant Diseases*. I. 3 hr. PR: AGBI 310 and PPTH 302, or consent. Study of host-parasite interactions, with emphasis on physiological and biochemical changes that occur in higher plant tissues in response to pathogenic organisms.

430. *Physiology of the Fungi*. II. 4 hr. PR: Organic chemistry, mycology, and bacteriology, or consent. Physiological aspects of growth, reproduction, and parasitism of fungi, with emphasis on nutrition, environment, and other biotic factors. (Offered spring of odd years)

440. *Taxonomy of the Fungi*. S. 3 hr. PR: PPTH 303. Collection and identification of fungi with emphasis upon those of economic importance. (Offered in summer of even years)

Plant Science (PLSC)

200. *Recognition and Diagnosis of Plant Disorders*. I. 4 hr. PR: PPTH 201 and ENTO 204. Creates an ability for the student to use systematic inspection to determine cause or causes of a plant disorder.

201. *Principles and Methods of Plant Pest Control*. II. 4 hr. PR: PPTH 201 and ENTO 204. Concepts of control and how they are implemented by exclusion, eradication, protection, and immunization.

420. *Special Topics*. I, II, S. 1-6 hr. Special study in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

450. *Seminar*. I, II. 1 hr. Graduate seminar in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

497. *Research*. I, II, S. 1-15 hr. Graduate research in environmental microbiology, crop science, horticulture, plant pathology, or soil science.

Reproductive Physiology

E. Keith Inskeep, Chairperson of the Interdisciplinary Faculty
G-044 Agricultural Science Building

Degrees Offered: Master of Science; Doctor of Philosophy

The graduate program in reproductive physiology, leading to master's and doctoral degrees, is interdisciplinary, with faculty located in the Departments of Animal and Veterinary Sciences, Obstetrics and Gynecology, Pharmacology and Toxicology, Physiology, and Plant and Soil Sciences. Requirements for admission include at least a 2.75 grade-point average (4.0 system) and completion on the following prerequisites with a grade of C or better in each: calculus, genetics, organic chemistry, physics, and vertebrate embryology. It is recommended, but not required, that applicants complete both the aptitude and the advanced tests of the Graduate Record Examination. Foreign languages are not required for a degree in reproductive physiology. Only a limited number of students are accepted each year.

Function and regression of the corpus luteum, aging of the oocyte, control of postpartum reproductive performance, environmental factors in reproduction, control of steroidogenesis, control of estrus and ovulation, new methods of artificial insemination, ovarian follicular development, and endocrine functions of polypeptides, and roles of prostaglandins in reproduction.

Research is almost entirely with farm animals including poultry.

The program draws on courses offered in various departments and includes courses in endocrinology, advanced reproductive physiology, biochemistry, physiology, statistics, and developmental embryology.

These courses, although they are not required by an individual program, are available as electives.

Agricultural Mechanics

230. *Farm Structures*. II. 3 hr. Study of structures required for agriculture, family housing, storage, and recreation. Includes function, planning, layout, materials, construction techniques, prefabrication, repair, remodeling and costs. 2 hr. rec., 3 hr. lab.

240. *Agricultural Engines*. I, II. 3 hr. Study of power resources (gasoline, diesel, turbine, wankel, etc.) for agriculture and forestry. Operation, selection, maintenance techniques, and emissions impact on power and fuel efficiency. 2 hr. rec., 3 hr. lab.

260. *Advanced Farm Machinery*. I. 3 hr. Systems approach to selection, use, and operation of machinery as related to agriculture, forestry, and other rural activities. Emphasis on safety and environmental impact. Use of records for management decisions, purchase, replacement, sale, or overhaul. 2 hr. rec., 3 hr. lab.

270. *Electricity in Agriculture*. II. 3 hr. Study of production and safe use of electricity for home and agriculture. Emphasis on approved wiring practices, motors, and electrical controls and their applications in lighting, heating, refrigeration, air conditioning, water supply, and processing. 2 hr. rec., 3 hr. lab.

321. *Advanced Farm Mechanics*. S. 3 hr. PR: Ag. M. 120. Development of advanced skills with hand and power tools. Areas of emphasis dependent upon needs of individual students. Care and maintenance of power tools and shop organization and planning are essential parts of this course. 1 hr. rec., 6 hr. lab. (Offered summer of every third year.)

Landscape Architecture (L. Arc.)

229. *Landscape Architecture*. I. 3 hr. (For non-Landscape Architecture majors only.) An appreciation of basic principles of design and information pertaining to use and care of ornamental plants around the house.

248. *Design Analysis*. II. 2 hr. PR: Consent. Analysis of planning and design projects with respect to offering solutions to a given problem. (Offered in spring of odd years.)

265. *Regional Design*. II. 3 hr. PR: Consent. Consideration of regional landscapes in order to effectively relate design to the ecology and development of a region. (Offered in Spring of even years.)

284. *Professional Practice*. I. 3 hr. PR: Consent. Procedures in preparation of contract documents, fees, estimates, operation of an office, and relationship to clients and contractors.

Eberly College of Arts and Sciences

Gerald E. Lang, Ph.D., Dean

Frank J. Calzonetti, Ph.D., Associate Dean

Shirley Dowdy, Ph.D., Associate Dean

Nicholas G. Evans, Ed.D., Associate Dean

John F. Schnabel, Ph.D., Associate Dean

Asuntina S. Levelle, J.D., Assistant Dean

Lisa M. Cwik, M.A., Special Assistant to the Dean

The Eberly College of Arts and Sciences is West Virginia University's largest college, with 325 faculty in academic departments and program areas in literature and the humanities, social and behavioral sciences, and mathematics and natural sciences. The college supports 16 graduate programs, eleven of which include doctoral programs; its departments occupy 12 buildings on the downtown campus. Many of the faculty enjoy distinguished national and international reputations and have been honored for excellence in teaching, research, and service. Their awards not only acknowledge extreme dedication but also accentuate the relationship between the faculty and the students. Graduate students often collaborate with faculty on specialized research projects which lead to publications in national and international journals. In 1993, the faculty of the college produced over 275 publications, delivered 315 professional presentations, and received 45 grants, 50 professional association citations, and 37 academic honors. In recent years, Arts and Sciences faculty have generated over \$4,000,000 annually in external support for research and instruction.

The Eberly College of Arts and Sciences offers doctoral programs in biology, chemistry, computer science, English, geography, geology, history, mathematics, physics, political science, and psychology. Available research or teaching concentrations are as follows:

- Biology—cellular and molecular biology, environmental plant biology.
- Chemistry—analytical, inorganic, organic, physical, and theoretical chemistry.
- Computer science—artificial intelligence, operating systems, programming languages, mathematics of computing, databases, and software engineering.
- English—literature.
- Geography—regional development, geographic information systems.
- Geology—energy (basin analysis), environmental geology.
- History—United States (Appalachia), Europe, Africa, science and technology.
- Mathematics—selected areas of pure, applied, and discrete mathematics.
- Physics—condensed matter, applied physics, plasma physics, astrophysics, electro-optics, and elementary particle physics.
- Political science—public policy analysis (domestic and international).
- Psychology—behavior analysis, developmental psychology, and clinical psychology.

Graduate programs leading to a master's degree are available in biology, chemistry, communication studies, computer science, English, foreign languages, geography, geology, history, liberal arts, mathematics, physics, psychology, public administration, sociology and anthropology, and statistics. Each program prepares students for further study or for productive roles in professional environments. Information concerning graduate programs in the College of Arts and Sciences may be obtained by contacting Associate Dean for Research and Graduate Studies, Eberly College of Arts and Sciences, 201 Woodburn Hall, West Virginia University, P.O. Box 6286, Morgantown, WV 26505-6286; telephone (304) 293-4611.

Graduate Programs

Biology	M.S.	Ph.D.
Chemistry	M.S.	Ph.D.
Communication Studies	M.A.	
Computer Science	M.S.	Ph.D.
English	M.A.	Ph.D.
Foreign Languages	M.A.	
Geography	M.A.	
Geology	M.S.	Ph.D.
History	M.A.	Ph.D.
Mathematics	M.S.	Ph.D.
Physics	M.S.	Ph.D.
Political Science	M.A.	Ph.D.
Psychology	M.A.	Ph.D.
Public Administration	M.P.A.	
Sociology and Anthropology	M.A.	
Statistics	M.S.	

Graduate Faculty

† Indicates regular member of graduate faculty

* Indicates associate member of graduate faculty

Biology

Professors

†David F. Blaydes, Ph.D. (Ind.U.). Plant physiology, Cytokinins.

John J. DeCosta, Ph.D. (Ind.U.). Limnology, Ecology, Invertebrate biology.

†Edward C. Keller, Jr., Ph.D. (Penn.St.U.), Ecology, Genetics.

†Gerald E. Lang, Ph.D. (Rutgers U.). Dean. Plant ecology, Biogeochemistry, Wetland ecology.

†Dennis C. Quinlan, Ph.D. (U. Rochester). Cellular/molecular biology, Cell membranes, Cancer biology.

*Richard P. Sutter, Ph.D. (Tufts U.). Cellular/molecular biology, developmental biology, molecular genetics.

Associate Professors

† Ramsey Frist, Ph.D. (U. Pitt.). Biophysics.

†Patricia E. Gallagher, Ph.D. (U. Tenn.). Cellular/molecular biology, DNA repair enzymes.

†Keith Garbutt, Ph.D. (U. Wales). Chairperson. Population genetics, Plant ecology.

Joseph A. Marshall, Ph.D. (U. Md.). Animal behavior, Ichthyology, Aquaculture.

†James B. McGraw, Ph.D. (Duke U.). Plant ecology, Plant physiology.

Assistant Professors

†Clifford P. Bishop, Ph.D. (U. Va.). Developmental and molecular biology of drosophila.

†Thomas A. Day, Ph.D. (Colo. St. U.). Physiological plant ecology.

†Philip E. Keeting, Ph.D. (U. Md, Nj-Nj Med. Sch.). Molecular endocrinology.

†Deborah A. Leonard, Ph.D. (Cornell U.). Cholesterol metabolism in cultured mammalian cells, Regulation of cell proliferation.

†William T. Peterjohn, Ph.D. (Duke U.). Biogeochemistry, ecosystem ecology.

Chemistry

Professors

†Nar S. Dalal, Ph.D. (U. Brit. Columbia). Physical chemistry, Magnetic resonance, Fossil fuels.

Gabor B. Fodor, Ph.D. (U. Szeged, Hungary). Centennial Professor Emeritus. Organic chemistry, Natural products, Synthesis.

Denis W. H. MacDowell, Ph.D. (MIT). Emeritus.

*William R. Moore, Ph.D. (U. Minn.). Organic chemistry, Strained molecules, Reaction mechanisms.

Chester W. Muth, Ph.D. (Ohio St. U.). Emeritus.

†Robert S. Nakon, Ph.D. (Tex. A&M U.). Bioinorganic chemistry, Chelates, Catalysis.

†Jeffrey L. Petersen, Ph.D. (U. Wisc.). Physical inorganic chemistry, Transition metal complexes, x-ray diffraction.

†Kenneth Showalter, Ph.D. (U. Colo.). Eberly Family Professor of Physical Chemistry, Chemical kinetics, Multistability and oscillating systems.

Associate Professors

- [†]Harry O. Finklea, Ph.D. (Calif. Inst. Tech.). Analytical/physical chemistry, Properties of organized monolayers deposited on electrodes.
- [†]Charles Jaffe, Ph.D. (U. Col.). Theoretical chemistry, Molecular dynamics, Nonlinear mechanics.
- [†]Paul W. Jagodzinski, Ph.D. (Tex. A&M U.). Chairperson. Physical chemistry, Raman spectroscopy, Molecular spectroscopy.
- [†]John H. Penn, Ph.D. (U. Wisc.). Organic chemistry, Photochemistry, Electron transfer.
- [†]Reuben H. Simoyi, Ph.D. (Brandeis U.). Physical chemistry, Chemical kinetics, Oscillating reactions.
- [†]Ronald B. Smart, Ph.D. (U. Mich.). Associate Chairperson. Environmental analytical chemistry, Electrochemistry, Trace metals.
- [†]Alan M. Stolzenberg, Ph.D. (Stanford U.). Inorganic chemistry, Bioinorganic chemistry, Organometallic chemistry.
- [†]Kung K. Wang, Ph.D. (Purdue U.). Organic chemistry, Stereoselective synthesis, Natural products.

Assistant Professors

- [†]Kay M. Brummond, Ph.D. (Penn State U.). Synthetic organic chemistry, synthetic methods, natural products synthesis.
- [†]Katharine J. Covert, Ph.D. (Cornell U.). Inorganic and organometallic chemistry; Synthesis, kinetics, and reaction mechanisms.
- [†]Fred L. King, Ph.D. (U. Va.). Analytical chemistry, Mass spectrometry, Gas-phase ion chemistry.
- [†]Plato A. Magriotis, Ph.D. (SUNY). Organic chemistry, Organic synthesis and bio-organic chemistry.

Communication Studies

Professors

- Leonard M. Davis, Ph.D. (Northwestern U.). Organizational communication, Communication problems of children, Rhetoric and communication theory.
- Donald W. Klopff, Ph.D. (U. Wash.). Intercultural communication, Small-group communication, Persuasion.
- [†]James C. McCroskey, Ed.D. (Penn. St. U.). Chairperson. Communication avoidance, Communication in instruction, Interpersonal and organizational communication.
- [†]Virginia P. Richmond, Ph.D. (U. Nebr.). Interpersonal and organizational communication, Nonverbal communication, Communication in instruction.

Associate Professors

- [†]Melanie Booth-Butterfield, Ph.D. (U. Mo.). Interpersonal communication, Nonverbal communication, Communication in instruction.
- [†]Steven Booth-Butterfield, Ed.D. (WVU). Mass communication, Interpersonal communication, Communication in instruction, Persuasion.
- [†]Joan S. Gorham, Ed.D. (Northern Ill. U.). Communication in instruction, Nonverbal communication, Mass communication.

Assistant Professors

- [†]Robert A. Barraclough, Ed.D. (WVU). Communication in instruction, Intercultural communication, Interpersonal communication, Organizational communication.
- *Stephen C. Hines, Ph.D. (Purdue U.). Interpersonal communication, Persuasion, Research methods.
- *Brian Patterson, Ph.D. (U. Okla.). Interpersonal communication, Nonverbal communication, Health communication.

English

Professors

- [†]Timothy D. Adams, Ph.D. (Emory U.). Autobiography, American fiction, American studies.
- *Sophia B. Blaydes, Ph.D. (Ind. U.). Seventeenth and eighteenth century literature, Poetry, Drama.
- [†]Patrick Connor, Ph.D. (U.Md.). Old and Middle English literature, Paleography.
- Lloyd M. Davis, M.A. (Vanderbilt U.). American literature, Contemporary American poetry.
- [†]William W. French, Ph.D. (U. Pitt.). Shakespeare and Renaissance drama and literature, Contemporary theatre, Modern drama.
- [†]Brian McHale, Ph.D. (Oxford). Eberly Family Professor of American Literature. Postmodernism, Contemporary Literature.
- [†]Thomas H. Miles, Ph.D. (SUNY- Binghamton). Medieval literature, Professional writing.
- [†]Frank Scafella, Jr., Ph.D. (U. Chicago). American novel, American romantics, Literature and religion, Science fiction/fantasy.
- *Judith G. Stitzel, Ph.D. (U. Minn.). Women's studies, Feminist pedagogy, Creative writing.

Associate Professors

- *Dennis Allen, Ph.D. (U. Minn.). Critical theory, Prose fiction.
- *Rudolph P. Almasy, Ph.D. (U. Minn.). Chairperson. Renaissance and Reformation studies, Composition.
- *Richard B. Eaton, Jr., Ph.D. (U. N.C.). 19th-and 20th-century American literature, Eugene O'Neill.
- *Anna Shannon Elfenbein, Ph.D. (U. Nebr.). Southern literature, Black fiction, Women's studies.
- *Anita Gandolfo, Ph.D. (CUNY). Modern literature, Composition pedagogy, Editing original material.
- *Avery F. Gaskins, Ph.D. (Ind. U.). Romantic literature, Wordsworth.
- *Ellesa C. High, Ph.D. (Ohio U.). Appalachian literature, 20th-century literature, Creative writing.
- *Byron C. Nelson, Ph.D. (U. Wisc.). 17th-century literature, Music and literature.
- *Kevin Oderman, Ph.D. (U. Calif.). M.A. Supervisor, American poetry. Creative writing, Nonfiction.
- *Cheryl B. Torsney, Ph.D. (U. Fla.). Ph.D. Supervisor, American fiction. Henry James, Literary theory.
- *Hayden Ward, Ph.D. (Columbia U.). Victorian literature, Walter Pater.

Assistant Professors

- *Gail Adams, Ph.D. (Emery U.). American women novelists.
- *Laura Brady, Ph.D. (U. Minn.). Composition and rhetorical theory, Women's studies.
- *Marilyn Francus, Ph.D. (Columbia). Linguistic theory.
- *John Lamb, Ph.D. (N.Y.U.). Victorian literature, Nineteenth-century historiography.
- *Susan Shaw Sailer, Ph.D. (U. Wash.). Modern British literature, Irish literary renaissance, Literary theory, Epics.
- *D. Vance Smith, Ph.D. (U. Virginia). Medieval literature, Structure of English language.
- *Ethel Morgan Smith, M.A. (Hollins College). Creative writing, Nonfiction.
- *David Stewart, Ph.D. (Oxford U.). British romanticism, Literary theory.
- *Timothy Sweet, Ph.D. (U. Minn.). Early American literature, Nineteenth-century American literature, History of photography.

Foreign Languages

Professors

- *Robert J. Elkins, Ph.D. (U. Kans.). German. Language methodology, German radio plays, English as a second language.
- *Kathleen E. McNemey, Ph.D. (U. N. Mex.). Catalan language and literature, Spanish literature and culture.
- *Frank W. Medley, Jr., Ph.D. (Purdue U.). Chairperson. Spanish, Foreign language education.
- *Joseph A. Murphy, Ph.D. (Ohio St. U.). Associate Chairperson. French. English as a second language, Foreign language education.
- *Joseph J. Prentiss, Ph.D. (U. Pitt.). Classics. Greek and Latin literature, Classical mythology.
- *Janice Spleth, Ph.D. (Rice U.). French. Francophone literature and culture.

Associate Professors

- *Marilyn Bendena, Ph.D. (Wayne St. U.). French, Russian. Russian literature/culture, Contemporary French novel.
- *Axel W. Claesges, Ph.D. (Vanderbilt U.). German. German cultural and intellectual history. 19th century literature, Commercial German.
- *Pablo Gonzalez, Ph.D. (U. Madrid). Spanish. Spanish-American literature, Commercial Spanish.
- *Michael E. Reider, Ph.D. (U. Iowa). Spanish, Linguistics. Syntax and phonology, Psycholinguistics.
- *Joseph F. Renahan, M.S. (Yeshiva U.). Spanish. French and Spanish philology, Spanish Golden Age drama.
- *Jurgen Schlunk, Ph.D. (U. Marburg). German. 18th century German literature, 19th and 20th century German drama.

Assistant Professors

- *Jeffrey Bruner, Ph.D. (Rutgers U.). Modern Spanish peninsular literature.
- *Kuan-Yi Rose Chang, Ph.D. (Purdue U.). TESL/Spanish. Language teaching methodology, Computer-assisted language learning.
- *Ahmed Fahkri, Ph.D. (U. Mich.). TESL. Second language acquisition, Applied linguistics, Discourse analysis.
- *Daniel Ferreras, Ph.D. (Mich.St.U.). Comparative Romance literature. French/Spanish 19th and 20th century novel, Theory of the fantastic.
- *Deborah Janson, Ph.D. (U. Cal.). German. The Enlightenment, Romanticism, 20th Century literature, GDR literature, Ecofeminism.
- *Michael Lastinger, Ph.D. (U. Ga.). French. 19th century French literature, Critical theory.

- *Valerie Lastinger, Ph.D. (U. Ga.). French. 18th century French literature, French women writers.
 †Twyla Meding, Ph.D. (U. Va.). French. 16th and 17th century French literature, The pastoral novel.
 †Margaret Powers, Ph.D. (La. St. U.). TESL, Language teaching methodology.
 *Johan Seynnaeve, Ph.D. (Cornell U.). General linguistics, Sociolinguistics, Phonology.

Geology and Geography

Professors

- *Robert E. Behling, Ph.D. (Ohio St. U.). Geomorphology.
 †Frank J. Calzonetti, Ph.D. (U. Okla.). Energy and regional development, Industrial location.
 †Alan C. Donaldson, Ph.D. (Penn. St. U.). Chairperson. Sedimentation-stratigraphy.
 †Milton T. Heald, Ph.D. (Harvard U.). Mineralogy and petrology.
 Andrew Isserman, Ph.D. (U. Penn.). Regional research.
 †Thomas W. Kammer, Ph.D. (Ind. U.). Paleontology.
 †Kenneth C. Martis, Ph.D. (U. Mich.). Political geography, Historical geography.
 *Henry W. Rauch, Ph.D. (Penn St. U.). Hydrogeology and geochemistry.
 †John J. Renton, Ph.D. (WVU). Geochemistry.
 †Robert C. Shumaker, Ph.D. (Cornell U.). Geophysics.
 †Richard A. Smosna, Ph.D. (Ill. U.). Carbonate sedimentation.

Associate Professors

- †Gregory A. Elmes, Ph.D. (Penn. St. U.). GIS, Spatial modeling, Energy and environment.
 †Robert Q. Hanham, Ph.D. (Ohio St. U.). Urban and regional systems, Research methods.
 †Trevor M. Harris, Ph.D. (U. Hull). Geographic information systems.
 †J. Steven Kite, Ph.D. (U. Wisc.). Geomorphology.
 †Helen Lang, Ph.D. (U. Ore.). Petrology and mineralogy.
 †Daniel Weiner, Ph.D. (Clark U.). Development geography, Political ecology, Africa.
 †Thomas H. Wilson, Ph.D. (WVU). Geophysics.

Assistant Professors

- †Joseph Donovan, Ph.D. (Penn. St. U.). Hydrogeology and geochemistry.
 †Ronald Harris, Ph.D. (V. College, London). Structural geology.
 *Calvin Masilela, Ph.D. (VPI). Planning, International development and land use policy.
 †Ann M. Oberhauser, Ph.D. (Clark U.). Industrial development, Gender studies, Europe.
 †Timothy A. Warner, Ph.D. (Purdue U.). Remote sensing.

History

Professors

- †Wesley M. Bagby, Ph.D. (Columbia U.). Recent United States. U.S. diplomatic.
 †Emory L. Kemp, Ph.D. (U. Ill.). History of technology, industrial archaeology, 19th-century engineering
 †John Lankford, Ph.D. (U. Wisc.). History of science.
 †Ronald L. Lewis, Ph.D. (U. Akron). Chairperson. Modern United States. West Virginia/Appalachia, Social/Labor.
 †Robert M. Maxon, Ph.D. (Syracuse U.). Africa. East Africa, Economic and imperial.
 †John C. Super, Ph.D. (UCLA). Associate Chairperson. Latin America, Spain, Biography, Food and agriculture.

Associate Professors

- *William S. Arnett, Ph.D. (Ohio St. U.). Ancient. Egyptology, Middle East.
 †Amos J. Beyan, Ph.D. (WVU). West Africa.
 †Robert E. Blobaum, Ph.D. (U. Nebr.) Associate Chairperson. Modern Europe, East Europe, Poland, Russia.
 †Gregory A. Good, Ph.D. (U. Toronto). History of science.
 †Jack L. Hammersmith, Ph.D. (U. Va.). Modern United States. East Asia, U.S. diplomatic, U.S.-Japanese relations.
 †Barbara J. Howe, Ph.D. (Temple U.). Public history, Modern United States. U.S. urban and women's history.
 †John A. Maxwell, Ph.D. (WVU). Modern Europe, Central Europe, Germany.
 †Stephen C. McCluskey, Ph.D. (U. Wisc.) Medieval science and technology, Astronomies of non-literate cultures.
 †John R. McKivigan, Ph.D. (Ohio St. U.). 19th Century United States. Civil War Reconstruction, Reform, Ethnic.
 †A. Michal McMahon, Ph.D. (Texas). History of Technology.

Assistant Professors

- *Elizabeth Fones-Wolf, Ph.D. (U. Mass.). Modern United States, 20th century social and economic.
Kenneth Fones-Wolf, Ph.D. (Temple U.). Labor studies, U.S. labor. Adjunct.
*Mary Lou Lustig, Ph.D. (Syracuse U.). Early United States. Colonial, Revolutionary, Constitutional.
Jose Pimienta-Bey, Ph.D. cand. (Temple U.). West Africa, African-American.
*Mark Tauger, Ph.D. (U.C.L.A.). Russian/Soviet, Environmental history.

Mathematics

Professors

- *Ian Christie, Ph.D. (Dundee U.). Numerical partial differential equations.
*Harvey R. Diamond, Ph.D. (MIT). Applied probability.
*James E. Dowdy, Ph.D. (Okla. St. U.). Homological algebra.
*Harry Gingold, D.Sc. (Israel Inst. Tech.). Differential equations, Perturbation methods, Asymptotic methods.
*Henry W. Gould, M.A. (U. Va.). Combinatorics, Number theory, Special functions.
*Anthony Hilton, Ph.D. (Reading U.). Eberly Professor. Combinatorics, graph theory.
*Caulton L. Irwin, Ph.D. (Emory U.). Associate Director, Energy Research Center. Variational methods, Optimization, Applied mathematics.
*Jin Bai Kim, Ph.D. (VPI & SU). Emeritus. Algebra, Semigroups.
*Michael E. Mays, Ph.D. (Penn. St. U.). Number theory.
*Sam B. Nadler, Jr., Ph.D. (U. Ga.). Topology, Functional analysis.
*William H. Simons, Ph.D. (Carnegie-Mellon U.). Analysis, Differential equations, Applied mathematics.

Associate Professors

- *Gary Ganser, Ph.D. (RPI). Applied mathematics, Fluid mechanics.
*Harumi Hattori, Ph.D. (R.P.I.). Differential equations, Continuum mechanics, Numerical analysis.
*Dening Li, Ph.D. (Fudan U.). Partial differential equations.
*James E. Miller, Ph.D. (U. Ky.). Complex analysis.
*James L. Moseley, Ph.D. (Purdue U.). Partial differential equations.
*Cun-Quan Zhang, Ph.D. (Simon Fraser U.). Combinatorics, Graph theory.

Assistant Professors

- *Krzysztof Ciesielski, Ph.D. (Warsaw U.). Analysis, Topology.
*Weifu Fang, Ph.D. (Claremont). Applied Mathematics.
*John Goldwasser, Ph.D. (U. Wis.). Combinatorics, Linear algebra.
*Andrzej Karwowski, Ph.D. (Rutgers U.). Continuum mechanics.
*Hong-Jian Lai, Ph.D. (Wayne St. U.). Combinatorics, Graph theory.
*Joseph Wilder, Ph.D. (RPI). Applied mathematics.
*Jerzy Wojciechowski, Ph.D. (Cambridge U.). Combinatorics, Graph theory.
*Julia Yang, Ph.D. (M.I.T.). Combinatorics.

Philosophy

Professors

- *Ralph W. Clark, Ph.D. (U. Colo.). Business ethics, Metaphysics.
*Theodore M. Drange, Ph.D. (Cornell U.). Epistemology, Philosophy of science, Philosophy of religion.
*Virginia H. Klenk, Ph.D. (U. Pitt.). Chairperson. Logic, Philosophy of mathematics.
*Mark R. Wicclair, Ph.D. (Columbia U.). Philosophy of law, Medical ethics.

Assistant Professors

- *Ned Markosian, Ph.D. (U. Mass.). Metaphysics, Philosophy of language.
*Richard A. Montgomery, Ph.D. (U. Ill., Chicago). Philosophy of psychology, Philosophy of science.
*Sharon Ryan, Ph.D. (U. Rochester). Epistemology, Metaphysics.
*Daniel Shapiro, Ph.D. (U. Minn.). Social and political philosophy, Ethics.

Physics

Professors

- Atam P. Arya, Ph.D. (Penn. St. U.). Nuclear spectroscopy, Physics education.
*Bernard R. Cooper, Ph.D. (U. Calif.). Benedum Professor of Physics. Surface electronic structure, Rare earth magnetism, Theory.
*Martin V. Ferer, Ph.D. (U. Ill.). Phase transitions and critical phenomena, Theory.
*Larry Halliburton, Ph.D. (U. Mo.). Chairperson. Solid state physics, Experiment.
*Arnold D. Levine, Ph.D. (Columbia U.). Field theory.
*John E. Littleton, Ph.D. (U. Rochester). Astrophysics.

- Carl A. Rotter, Ph.D. (Case W. Res. U.). Neutron scattering, Physics education.
- *Mohindar S. Seehra, Ph.D. (U. Rochester). Eberly Professor. Magnetic, electronic, optical properties of solids, Experiment.
- *Richard P. Treat, Ph.D. (U. Calif. Riverside). Mathematical physics.

Associate Professors

- *Boyd Edwards, Ph.D. (Stanford U.). Fluid dynamics, Combustion processes, Percolation theory.
- *Mark E. Koepke, Ph.D. (U. Maryland). Plasma physics, Experiment.
- *H. Arthur Weldon, Ph.D. (MIT). Particle physics, Quantum fields, Theory.

Assistant Professors

- *Wathiq Abdul-Razzaq, Ph.D. (U. Illinois-Chicago Circle). Solid state physics, Experiment.
- *Nancy C. Giles, Ph.D. (N.C. St. U.). Optical properties of semiconductors, Experiment.
- *Thomas H. Myers, Ph.D. (N.C. St. U.). MBE growth of II-VI semiconductors.
- *Leonardo Golubovic, Ph.D. (Belgrade U.). Condensed matter theory and statistical physics.

Political Science

Professors

- *Robert E. DiClerico, Ph.D. (Ind. U.). Director of Undergraduate Studies. American politics, Presidential politics, Political parties, Electoral behavior, Public policy (Agenda setting).
- *Robert Dilger, Ph.D. (Brandeis U.). Director, Institute for Public Affairs. Intergovernmental relations, State and local government, Congress.
- *Hong N. Kim, Ph.D. (Georgetown U.). Comparative politics (Asia), Comparative public policy.
- *Donley Studlar, Ph.D. (Ind. U.). Eberly Distinguished Professor. British politics, Comparative politics (European and English-speaking regimes), Gender and ethnic politics.
- *James B. Whisker, Ph.D. (U. Maryland). Political thought and philosophy, American politics.
- *Rodger D. Yeager, Ph.D. (Syracuse U.). Comparative politics, Africa, Political development.

Associate Professors

- *Richard A. Brisbin, Jr., Ph.D. (Johns Hopkins U.). Public law and judicial politics, Public policy (Criminal justice and regulation).
- *Robert D. Duval, Ph.D. (Fla. St. U.). Methodology, International politics and policy, Public policy (Energy, environmental, foreign).
- *Joe D. Hagan, Ph.D. (U. Kentucky). International relations and world politics, Foreign policy analysis.
- *Allan H. Hammock, Ph.D. (U. Va.). Chairperson. American government, Public policy (Civil rights, health care).
- *Susan Hunter, Ph.D. (Ohio St. U.). Public policy (environment, policy design, ethics), Contemporary political theory.

Assistant Professors

- *Neil Berch, Ph.D. (U. Wash.). Public policy (political economy), American politics (state and local).
- *Paul Hoyt, M.A. (Ohio St. U.). Comparative politics (Middle East), International relations, U.S. Foreign Policy.
- *John Kilwein, Ph.D. (Ohio St. U.). Public law, Judicial politics, Public policy, Public administration.
- *Kevin Leyden, Ph.D. (U. Iowa). Congress, Political behavior, Interest groups, Research methods.
- *Christopher Z. Mooney, Ph.D. (U. Wisc.). State politics, Research methods, Legislative politics.
- *Jeffrey S. Worsham, Ph.D. (U. Wisc.). Public policy (regulation, social welfare), Bureaucratic politics and public administration.

Psychology

Professors

- *Philip N. Chase, Ph.D. (U. Mass.). Chairperson. Verbal behavior, Concept learning, Individualized instruction, Organizational behavior management.
- *Stanley H. Cohen, Ph.D. (Mich. St. U.). Quantitative methods, Applications of computers in behavioral sciences, Multivariate analysis. Survey and evaluation research.
- *Philip E. Comer, Ph.D. (WVU). Director, WVU Counseling Service. Adjustment and developmental aspects of college life, Counseling and psychotherapy, Psychopathology, Diagnostic methods.
- *E. Mark Cummings, Ph.D. (UCLA). Early socioemotional development, Development of behavioral disorders, Daycare, Development of aggression.
- *Barry A. Edelstein, Ph.D. (Memphis St. U.). Social competence, Behavioral assessment, Behavior therapy.

- ¹Georg H. Eifert, Ph.D. (U. Frankfurt, Germany). Eberly Distinguished Professor. Models and treatments of anxiety disorders, Conceptual advances in behavior therapy, Clinical applications of classical conditioning principles.
- ¹William J. Fremouw, Ph.D. (U. Mass.). Cognitive-behavioral therapy, Eating disorders.
- ¹Robert P. Hawkins, Ph.D. (U. Pitt.). Behavior analysis of child behavior, Behavioral assessment, Child treatment programs.
- Daniel E. Hursh, Ph.D. (U. Kansas). Educational psychology, Personalized systems of instruction, Language evaluation.
- ¹Kennon A. Lattal, Ph.D. (U. Ala.). Experimental analysis of behavior, Behavior theory and philosophy, History of psychology.
- Robert W. Miller, Ph.D. (Ohio State U.). Organizational change, Employee behavior in industry, Program evaluation.
- ¹Michael Perone, Ph.D. (U. Wisc. Milwaukee). Associate Chairperson. Basic processes in the operant behavior of humans and animals, Research methodology, Laboratory application of microcomputers, Radical behaviorism.
- ¹Hayne W. Reese, Ph.D. (U. Iowa). Centennial Professor. Cognitive development across the life-span, Lifespan research methodology, Philosophical analysis.
- ¹Richard J. Seime, Ph.D. (U. Minn.). Chief, Psychology Section, WVU Health Sciences Center. Behavioral medicine, Conditional nausea and vomiting in cancer patients, Eating disorders, Psychology, Psychotherapy, Psychological testing.
- James N. Shafer, Ph.D. (Ohio St. U.). Emeritus. Behavior analysis.
- R. T. Walls, Ph.D. (Penn State U.). Educational psychology, Human learning, Vocational Rehabilitation.

Associate Professors

- ¹Andrew S. Bradlyn, Ph.D. (U. Miss.). Pediatric behavioral medicine, Child behavior therapy and assessment.
- Edward C. Caldwell, Ph.D. (Syracuse U.). Evaluation of educational practices, Basic research in reading.
- Michael Franzen, Ph.D. (S. Ill. U.). Neuropsychological assessment and rehabilitation, Psychometric theory, Statistics.
- ¹Virginia L. Goetsch, Ph.D. (U. Ga.). Behavioral medicine, Psychophysiology of stress, Anxiety disorders.
- ¹Irving J. Goodman, Ph.D. (U. Rochester). Neural mechanisms of behavior, Psychopharmacology, Behavioral neuroscience.
- ¹Carol V. Harris, Ph.D. (U. Fla.). Child and adolescent behavior therapy, Adolescent substance abuse, Pediatric behavioral medicine.
- ¹Katherine Karraker, Ph.D. (Mich. St. U.). Infant social development, Physical appearance effects on development, Parent-infant relations.
- ¹Kevin Larkin, Ph.D. (U. Pitt.). Behavioral assessment and treatment of anxiety-related disorders, Relationship between cardiovascular reactivity and cardiovascular disease.
- ¹John C. Linton, Ph.D. (Kent U.). Behavioral medical psychology, Crisis intervention.
- ¹Vernon Odom, Ph.D. (U. N.C.). Abnormal and normal visual development.
- ¹B. Kent Parker, Ph.D. (U. Utah). Conditioning and learning, Animal cognition, Stimulus control and memory, Research design and statistics.

Assistant Professors

- John Crosbie, Ph.D. (Flinders U. South Australia). Human operant behavior, Programmed instruction, Statistical analysis of single-subject data.
- ¹Jennifer Haut, Ph.D. (U. North Dakota). Behavioral medicine.
- ¹Marc Haut, Ph.D., (U. North Dakota). Behavioral medicine.
- ¹Judith R. Mathews, Ph.D. (U. Kan.). Behavioral pediatrics, Dental phobias, Pain management, Strategies to improve medical adherence in children, Injury control in toddlers.
- ¹Tracy L. Morris, Ph.D. (U. Miss.). Peer relationships and social anxiety in children, Parent-child interactions, Internalizing disorders in children.
- ¹Anne Watson O'Reilly, Ph.D. (U. Mich.). Cognitive development in young children, Representational ability, Symbolic thought.
- ¹David W. Schaal, Ph.D. (U. Fla.). Behavioral pharmacology.
- ¹Joseph R. Scotti, Ph.D. (SUNY-Binghamton). Mental retardation and developmental disabilities, AIDS prevention, Behavioral systems, Standards of practice, Treatment of survivors of trauma.

[†]Raymond J. Shaw, Ph.D. (U. Toronto). Memory and cognition, Alterations due to aging.

Public Administration

Professors

[†]Gerald M. Pops, J.D. (U. Calif.). Personnel, Public law.

[†]David G. Williams, Ph.D. (SUNY Albany) Chairperson. Public organization, Management.

Associate Professors

Harvey J. Wolf, D.P.A. (USC). Research, Organizational behavior.

Assistant Professors

Sung D. Hahn, Ph.D. (Carnegie Mellon). Public policy, Methodolgy, Comparative public administration.

[†]Kenneth A. Klase, D.P.A. (U. Ga.). Public budgeting and finance, Public policy analysis.

Religious Studies

Professor

[†]Manfred O. Meitzen, Ph.D. (Harvard U.). Chairperson. Contemporary theology, New Testament studies, Ethics, Psychiatry and religion.

Sociology and Anthropology

Professors

[†]Ronald C. Althouse, Ph.D. (U. Minn.). Chairperson, Sociology. Theory, Work, Occupational safety and health.

[†]Richard A. Ball, Ph.D. (Ohio St. U.). Sociology. Deviant behavior, Criminology, Social psychology.

[†]Jerold M. Starr, Ph.D. (Brandeis U.). Sociology. Life course, Social movements, Sociology of knowledge.

Associate Professors

[†]G. David Curry, Ph.D. (U. Chi.). Sociology, Crime and justice, Quantitative methods, Survey and evaluation research.

^{*}David S. Hall, Ph.D. (U. Ky.). Sociology. Medical and health care delivery.

[†]Lawrence T. Nichols, Ph.D. (Boston C.) Sociology. Criminology, Sociology of business, Theory, Qualitative methods.

^{*}Ann L. Paterson, Ph.D. (Mich. St. U.). Sociology. Education, Sex roles, Socialization.

[†]Patricia Rice, M.A. (Ohio St.). Anthropology. Prehistoric art, Physical archaeology.

[†]Kenyon R. Stebbins, Ph.D. (Mich. St. U.). Anthropology. Medical anthropology, Latin America, Political economy of history.

Assistant Professors

[†]Bruce Keith, Ph.D. (U. Neb.). Sociology. Stratification, Occupations and the professions, Methodology.

[†]Sally W. Maggard, Ph.D. (U. Ky.). Sociology. Appalachian studies, Gender, Work, Social change.

Statistics and Computer Science

Professors

[†]John M. Atkins, Ph.D. (U. Pitt.) . Computer Science. Design of database management systems, Analysis of algorithms, Mathematics of computation.

^{*}Donald F. Butcher, Ph.D. (Iowa St. U.). Chairperson. Statistics. Design and analysis of experiments, Monte Carlo simulation, Regression analysis.

Shirley M. Dowdy, Ph.D. (U. Notre Dame). Associate Dean, Academic Affairs, Statistics. Sampling, Statistical methods, Software for statistical education.

^{*}Erdogan Gunel, Ph.D. (SUNY-Buffalo). Statistics. Bayesian inference, Categorical data analysis, Biometry.

[†]E. James Harner, Jr., Ph.D. (Cornell U.). Statistics. Robust estimation, Statistical computation, Modeling observational studies.

[†]D. Michael Henry, Ph.D. (TCU). Computer Science. Databases, Cryptography, Neural networks.

^{*}Franz X. Hiergeist, Ph.D. (U. Pitt.). Computer Science, Mathematics of computation, Computer design.

^{*}Wayne A. Muth, Ph.D. (Iowa St. U.). Associate Chairperson. Computer Science. Simulation. Mathematical modeling, Computer performance.

[†]Y. V. Reddy, Ph.D. (WVU) Computer Science. Artificial intelligence, Knowledge based simulation, Computer graphics.

[†]William V. Thayne, Ph.D. (U. Ill.). Statistics. Statistical genetics, Regression analysis.

[†]George E. Trapp, Ph.D. (Carnegie Mellon U.). Computer Science. Numerical analysis, Mathematical programming, Network models.

[†]Stanley Wearden, Ph.D. (Cornell U.). Statistics. Biometrics, Statistical genetics, Population biology.

Associate Professors

- *Daniel M. Chilko, M.S. (Rutgers U.). Statistics. Statistical computing, Computer graphics.
- William H. Dodrill, M.S. (Columbia U.). Computer Science. Microcomputer applications, Computers in medicine.
- *Gerald R. Hobbs, Jr., Ph.D. (Kans. St. U.). Statistics. Nonparametric statistics, Regression analysis.
- *James D. Mooney, Ph.D. (Ohio St. U.). Computer Science. Operating systems, Text processing, Computer architecture.
- *Frances L. Van Scoy, Ph.D. (U. Va.). Computer Science. Programming languages and compilers, Software development environments, Parallel processing.

Assistant Professors

- *Magdalena Niewiadomska - Bugaj, Ph.D. (Adam Mickiewicz University, Poznan, Pol.). Statistics. Discriminant analysis, Statistical expert systems, Statistical computing.
- *John R. Callahan, Ph.D. (Maryland). Computer Science. Development of programming languages, Tools for distributed systems, Software engineering.
- *Srinivas Kankanahalli, Ph.D. (New Mexico State). Computer Science. Artificial Intelligence, Connectionism/neural networks, Parallel processing.
- *Raghu R. Karinithi, Ph.D. (Maryland). Computer Science. Solid modelling, Automatic feature extraction, AI process planning.
- *William F. Klostermeyer, Ph.D. (U. Florida). Computer Science. Design and analysis of algorithms, Operating systems, Distributed algorithms and distributed systems.
- *Sumitra Reddy, Ph.D. (WVU). Computer Science. Knowledge representation, Ada.
- *Murali Sitaraman, Ph.D. (Ohio State). Computer Science. Software engineering, Data structures, Software reuse.

Adjunct Professors

- William N. Anderson, Ph.D. (Carnegie Mellon U.). Computer Science. Numerical analysis, Mathematical programming, Electrical networks.
- Thomas J. O'Brien, Ph.D. (U. Wisc.). Computer Science. Numerical analysis, Mathematical modelling, Numerical simulation.
- Tuncer J. Oren, Ph.D. (U. Ariz.). Computer Science. Artificial intelligence, Software engineering, Simulation.
- Bernard P. Zeigler, Ph.D. (U. Ariz.). Computer Science. Artificial intelligence, Systems modelling and simulation, Distributed simulation architectures.

Adjunct Associate Professors

- Laurance D. Eisenhart, Ph.D. (Carnegie Mellon U.). Computer Science. Numerical analysis, Scientific systems development.
- Mark S. Fox, Ph.D. (Carnegie Mellon U.). Computer Science. Knowledge based simulation, Artificial intelligence, Knowledge representation.
- Thomas D. Morley, Ph.D. (Carnegie Mellon U.). Computer Science. Electrical networks, Functional analysis, Combinatorics.

Adjunct Assistant Professors

- Michael E. Attfield, Ph.D. (WVU). Statistics. Design and analysis of experiments.
- Rodolphe Nassif, Ph.D. (Inst. Natl. Poly., France). Computer Science. Information systems, Distributed database management systems.
- Martin R. Petersen, Ph.D. (N.C. St.). Statistics. Design and analysis.

Women's Studies

- Jeanne Gerlach, Ed.D. (WVU). Interim Director. English education, Writing as learning, Collaborative writing.
- *Judith G. Stitzel, Ph.D. (U. Minn.). Feminist pedagogy, Creative writing.
- Barbara Scott Winkler, Ph.D. (U. Mich.). Feminist theory, Women in American history.

Biology

Keith Garbutt, Chairperson of the Department
200 Brooks Hall

**Degrees Offered: Master of Science
Doctor of Philosophy**

Research Concentrations

The Department of Biology offers graduate studies leading to the degrees of doctor of philosophy and master of science. The doctor of philosophy degree is offered in the area of cellular and molecular biology and in the area of environmental plant biology, with research concentration in the areas of gene regulation and transcriptional control during development; repair to DNA damaged by radiation and chemicals; positional effect on gene expression in *Drosophila*; cellular and molecular bases of regulation of cell proliferation; pheromonal communication; bone cell differentiation; regulation of cholesterol metabolism in mammalian cells; population and ecological genetics of plants; environmental plant stress physiology; and physiological, population, community and ecosystem ecology with an emphasis on global climate change, regional environmental issues and conservation of biodiversity. The master of science provides specialization in animal behavior as well as in cellular and molecular biology and environmental plant biology as listed above. Each degree requires completion of an original research project which represents the principal theme about which the graduate program is constructed. Students may work toward an advanced degree only with the approval of the department.

Master's Research

Prerequisites

Applicants for the master of science program in biology must show at the minimum the equivalent of a bachelor's degree from an accredited institution, an undergraduate grade-point average of 3.0, a 50th percentile ranking for the verbal and 50th percentile ranking for the quantitative sections of the Graduate Record Examination; an adequate science background, which normally includes one year of physics and two years of chemistry; and a sufficient knowledge in biology as reflected in scores normally greater than the 50th percentile on all three sections of the advanced Biology Test of the GRE. Applicants are requested to submit an essay describing past research experience and expectations for career goals. Three letters of recommendation from individuals familiar with the applicant's academic performance are required as well as official transcripts from all colleges or universities attended. The Department of Biology's Graduate Committee reviews the applicant's records and makes the decision to admit or reject the applicant.

GRE

M.S. Requirements

The WVU general requirements for the master of science are outlined elsewhere in the graduate catalog. Students in the biology M.S. program may apply up to six hours of research credit toward the 30-hour requirement; the remaining 24 hours of credit must be earned in graduate courses which reflect a diversified exposure to biology. The establishment of an advisory committee and the generation of a program of study are explained in detail in the department's *Graduate Student Handbook*. A final oral examination is administered by the advisory committee after the program of study has been completed and the thesis has been submitted.

Ph.D.

The program for the degree of doctor of philosophy concentrating in cellular and molecular biology, or in ecology and evolution, reflects a flexible, research-oriented approach geared to develop the interests, capabilities, and potentials of mature students. Applicants must have met all the entrance

requirements listed above for the master of science program. Acceptance into the Ph.D. program is by vote of the Graduate Committee of the Department of Biology. This committee ensures that all entrance requirements are met or that provisions have been made to remedy the deficiencies, and that facilities and personnel are adequate to support the program to a successful conclusion.

Each student admitted to the Ph.D. program works under the close supervision of a faculty research adviser and an advisory committee, both of which must be approved by the Graduate Committee of the Department of Biology; details on the composition and establishment of an advisory committee are available in the *Graduate Student Handbook*. Students must have a program of study formulated and approved within 12 months of entering the Ph.D. program; all deficiencies must have been removed earlier. Significant deviations from an established program of study require approval from the advisory committee and the graduate committee.

The advisory committee is responsible for overseeing the progress of the student and for administering and judging performance in the several required examinations; it ensures that all Department of Biology, College of Arts and Sciences, and University requirements are met during the course of the student's study program. The program of study outlines the research to be conducted and specifies the courses to be taken in support of the proposed research.

Students must successfully complete a series of three written and oral intermediate examinations in order to be promoted to candidacy. The first, a dissertation proposal examination, consists of a written dissertation research proposal. Thereafter, the proposed research is presented orally in the form of a departmental seminar. The next is a series of written qualifying examinations. The written qualifying examination is followed by an oral examination designed to determine the student's ability to deal with a specific area of research not directly related to his/her own research proposal; the student must present a public seminar on the topic and be prepared to answer questions on any matter related to the topic.

The three intermediate examinations are usually taken during the third, fourth, and fifth semesters of the program. Successful passage of the three intermediate examinations leads to promotion to candidacy, wherein the student may concentrate fully upon the dissertation research and prepare for the final examination. The final examination consists of the submission of a completed and acceptable written dissertation, an oral dissertation defense, and the presentation of a formal departmental seminar covering the dissertation research.

Biology (BIOL)

201. *History of Biology*. I. 3 hr. PR: BIOL 1, 3 and 2, 4 or equiv. History of development of biological knowledge, with philosophical and social backgrounds.

209. *Topics and Problems in Biology*. I, II, S. 1-4 hr. (May be repeated for max. of 6 hr.) PR: Permit required. Topics and problems in contemporary biology. All topics or problems must be selected in consultation with the instructor.

211. *Advanced Cellular/Molecular Biology*. II. 3 hr. PR: BIOL19 or consent. Advanced study of fundamental cellular activities and their underlying molecular processes.

**Graduate
Committee**

Adviser

**Program
of
Study**

Examinations

**Dissertation
Proposal**

Candidacy

212. *Advanced Cellular/Molecular Biology—Laboratory*. II. 1 hr. PR or Conc.: BIOL211 or consent. Experimental approaches to the study of cellular systems. 1 hr. lab.
213. *Introduction to Virology*. 3 hr. PR: BIOL19 or consent. Survey of viruses; their modes of replication; contributions made to molecular biology; significance of viral disease in agriculture and medicine, and contemporary use of viruses in biotechnology. 3 hr. lec.
214. *Molecular Basis of Cellular Growth*. I. 3 hr. PR: BIOL19 or consent. Study of the integration of molecular events as they regulate the growth and division of cells. Topics include: polypeptide growth factors as cell effectors, the eukaryotic cell cycle, and the cancer cell as a model system.
216. *Cell and Molecular Biology Methods*. I. 3 hr. PR: BIOL19 or consent. Introduction to the theory and application of basic analytical tools used in molecular biology. Selected topics included are: hydrodynamic methods, chromatography, electrophoresis, and general laboratory methods.
219. *Introduction to Recombinant DNA Technology*. I. 4 hr. PR: BIOL19 or consent. An introductory course covering the basic principles and techniques of recombinant DNA technology. Includes molecular cloning, isolation of plasmid DNA, agarose/acrylamide gel electrophoresis, restriction enzyme mapping, nucleic acid hybridization, and DNA sequencing.
231. *Animal Behavior*. I. 4 hr. PR: BIOL 1, 3 and 2, 4 or 15, PSYC 1, or consent. Introduction to animal behavior (ethology) emphasizing the biological bases and evolution of individual and social behaviors; laboratory includes independent investigation of behavioral phenomena.
232. *Physiological Psychology*. I. 3 hr. PR: 9 hr. psychology, behavior, physiology, or graduate standing. Introduction to physiological mechanisms and the neural basis of behavior. (Also listed as PSYC 232.)
233. *Behavioral Ecology*. I. 3 hr. PR: BIOL 21 or consent. Consideration of the influences of environmental factors on the short- and long-term regulation, control, and evolution of the behaviors of animals.
234. *Physiology of Animal Behavior*. II. 3 hr. PR: BIOL 231 or consent. Explores the way behavior is controlled in a wide variety of animals so that commonalities and varieties of neural and endocrine mechanisms may be better understood.
235. *Primate Behavior*. II. 3 hr. PR: BIOL 1, 3 and 2, 4 or 15 or consent. Primates as they exist in their natural habitats, as they suggest clues to human behavior and the evolution of behavior. Case studies and comparative primate behavior of prosimians to monkeys, to apes, to human hunters and gatherers. (Also listed as SOCA 257.)
240. *Methods in Ecology and Biogeochemistry*. II. 3 hr. PR: BIOL 21 or consent. Introduction to the theory and application of basic analytical tools used in ecology and biogeochemistry. Topics include sampling of terrestrial and aquatic organisms and their environment, and chemical analyses of biological materials.

242. *Acid Precipitation on Aquatic Ecosystems*. II. 3 hr. PR: BIOL 1, 3 and 2, 4, or BIOL 15, or equiv. Acid precipitation and its effects on freshwater ecosystems including all biological communities as well as overall effects on system functions and studies to assess the recovery from whole lake treatments.

243. *Plant Ecology*. I. 4 hr. PR: BIOL 21, or consent. Environmental and ecological relationships of plants.

246. *Limnology*. I. 4 hr. PR: BIOL 1, 3 and 2, 4, or 21, or consent. Physical, chemical, and biological characteristics of inland waters with an introduction to the principles of biological productivity.

247. *Aquaculture*. I. 3 hr. PR: BIOL 1, 3 and 2, 4, or 15, or consent. An introduction to the farming and husbandry of freshwater and marine organisms. Overnight field trips are voluntary. (Offered in fall of odd years.)

250. *Aquatic Seed Plants*. I. 3 hr. PR: BIOL 1, 3 and 2, 4, or 21, or consent. Classification, ecology, and economic importance of aquatic seed plants.

251. *Principles of Evolution*. I. 3 hr. PR: BIOL 21, or consent. Introduction to the study of evolution.

252. *Flora of West Virginia*. II. 3 hr. PR: BIOL 1, 3 and 2, 4, or consent. Consideration of the native plant life of the state.

253. *Structure of Vascular Plants*. II. 4 hr. PR: BIOL 1, 3 and 2, 4, or 21, or PLSC 52, or consent. Development and evolution of vegetative and reproductive structures of vascular plants.

254. *Plant Geography*. II. 3 hr. PR: BIOL 1, 3 and 2, 4, or 15, or consent. Study of plant groupings and worldwide distribution of plants.

255. *Invertebrate Zoology*. II. 4 hr. PR: BIOL 1, 3 and 2, 4, or 21. Advanced study of animals without backbones.

257. *Ichthyology*. II. 3 hr. PR: BIOL 1, 3 and 2, 4, or 21, or consent. Internal and external structure of fishes, their systematic and ecological relationships, and their distribution in time and space. (Dissection kit required.)

259. *General Parasitology*. II. 4 hr. PR: BIOL 1, 3 and 2, 4, or 21, or equiv. Introduction to the biology of parasites. (Dissection kit required.) (Also listed as MBIO 224.)

260. *Plant Development*. I. 4 hr. PR: BIOL 15, 17, 19, and 21, and organic chemistry or biochemistry, or consent. Experimental studies of plant growth and development.

261. *Comparative Anatomy*. I. 4 hr. PR: BIOL 15, 17, 19, and 21, or consent. A functional and evolutionary study of vertebrate structure. (Dissection kit required.)

262. *Vertebrate Embryology*. II. 4 hr. PR: BIOL 15, 17, 19, and 21, or consent. An experimental and descriptive analysis of vertebrate development.

263. *Vertebrate Microanatomy*. II. 5 hr. PR: BIOL 15, 17, 19, and 21, or consent. Structural and functional approach to the study of tissues and organs of vertebrates.

268. *Physiology of the Endocrines*. I. 3 hr. PR: BIOL 21 or consent. Regulation of the organs of internal secretions, and mechanisms of action of the hormones produced.

269. *Physiology of the Endocrines—Laboratory*. I. 1 hr. PR or Conc.: BIOL 268. Experimental techniques used in study of the endocrine system.

270. *General Animal Physiology*. I. 3 hr. PR: BIOL 15, 17, 19, and 21, or consent. In-depth, current treatment of physiological principles which operate at various levels of biological organization in animals of diverse taxonomic relationships. Understanding is developed from background lectures and student analysis in discussion sessions of research literature.

271. *General Animal Physiology—Laboratory*. I. 1 hr. PR or Conc.: BIOL 270. After learning basic techniques, students are provided the opportunity to design, execute, and report on an independent research project in physiology.

309. *Topics and Problems in Biology*. I, II, S. 1-4 hr. PR: Consent. Topics and problems in contemporary biology, to be selected in consultation with instructor.

311. *Biology Seminar*. I, II. 1 hr. Discussions and presentations of general interest to biologists.

314. *Molecular Cell Biology*. II. 3 hr. PR: Consent. An advanced course presenting contemporary methodologies and their application to the study of problems in cellular organization,, molecular genetics, and developmental biology. Introduction to the research literature is stressed.

315. *Molecular Basis of Virology*. I. 3 hr. PR: BIOL 19 or equiv., or consent. Lectures on bacterial, animal, and plant viruses; their structure, replication, and interaction with host cells. Discussion of the contributions virology has made to the understanding of molecular mechanisms in biology.

320. *Molecular Biology of the Gene*. 3 hr. PR: BIOL 19 or consent. Comprehensive survey of basic principles, theories, and techniques of molecular biology, including structure/function of nucleic acids, DNA replication, transcription, translation, recombination, gene regulation, and function. 3 hr. lec.

340. *Ecosystem Dynamics*. I. 3 hr. PR: BIOL 21 or equiv. Studies of modern approaches to ecosystem analysis. Emphasis will be on energy and material transfers. Approach will be holistic.

345. *Fisheries Science*. II. 4 hr. PR: BIOL 257 or equiv., or consent. Population dynamics in relation to principles and techniques of fish management. (Offered in spring of even years.)

355. *Advanced Plant Systematics 1*. II. 3 hr. PR: BIOL 151 or equiv. Taxonomy of pteridophytes, gymnosperms, and monocotyledons.

356. *Advanced Plant Systematics 2*. II. 3 hr. PR: BIOL 151 or equiv. Taxonomy of dicotyledons.

362. *Developmental Biology*. I. 3 hr. PR: BIOL 262 or equiv., organic chemistry or biochemistry, or consent. The molecular and cellular basis of differentiation and morphogenesis. (Offered in fall of odd years.)
364. *Advanced Plant Physiology*. I, II. 3 hr. PR: BIOL169 or equiv., organic chemistry, general physics, and consent. Advanced studies of plant processes including recent advances in the field. I. Second Semester, odd-numbered years—Water relations and mineral nutrition and translocation. II. First Semester, odd-numbered years—Plant growth and development. III. Second Semester, even-numbered years—Environmental physiology.
375. *Fundamentals of Gerontology*. II. 3 hr.. PR: MDS 50 or consent. An advanced multidisciplinary examination of current research in biological, psychological, and sociological issues of human aging and the ways in which these impinge on the individual to create both problems and new opportunities. (Also listed as PSYC 375.)
497. *Research*. I, II, S. 1-15 hr.

Chemistry

Paul W. Jagodzinski, Chairperson of the Department
 222 Clark Hall or 357 Chemistry Research Laboratory
Degrees Offered: Master of Science, Doctor of Philosophy

The Department of Chemistry offers graduate studies leading to the degrees of master of science and doctor of philosophy with research concentration in the areas of analytical, inorganic, organic, physical, and theoretical chemistry. The master of science and doctor of philosophy degrees require completion of a research project, which represents the principal component of the graduate program.

Applicants for graduate studies in chemistry must have a bachelor's degree as a minimum requirement. Applicants must have a major or concentration in chemistry and an appropriate background in physics and mathematics. All entering graduate students in chemistry are required to take departmental guidance examinations in the major areas of chemistry. These examinations, at the undergraduate level, are administered before registration and serve to guide the faculty in recommending a course program for the beginning graduate student. Deficiencies revealed on the departmental guidance examinations need to be corrected in a manner prescribed by the faculty. All graduate students pursuing M.S. and Ph.D. degrees in chemistry are required to teach in the instructional laboratories for a minimum of two semesters.

The WVU general requirements for the master of science degree are outlined elsewhere in this catalog. Graduate students in the M.S. program in chemistry are required to submit a research thesis. They may apply up to six hours of research credit toward the 30-hour requirement. The remaining 24 hours of credit must be earned in the basic graduate courses which reflect a diversified exposure to chemistry; no more than nine hours of 200-level chemistry courses may be included; no more than 10 hours may be elected outside the department; and course work taken at the 300 to 400-level must include at least three, three credit-hour courses distributed in two of the three areas of chemistry outside the student's major area of research. Students are required to enroll in the departmental seminar program and are expected to attend special lectures and seminars offered by visiting scientists. A final oral

Concentrations

Prerequisites

Thesis

Credits

Seminar

	examination is administered after completion and submission of the thesis.
Ph.D.	The program for the degree of doctor of philosophy reflects a flexible, research-oriented approach geared to develop the interests, capability, and potential of students. A program of courses is recommended to suit individual needs based on background and ability. These courses are classified as basic graduate courses which present the essentials of a given discipline on an advanced level, and specialized graduate courses that take one to the frontiers in a specific area of research. The course offerings are designed to provide guidelines from which students can launch their independent studies in preparation for candidacy examinations. Students are required to enroll in the departmental seminar program and are expected to attend special lectures and seminars offered by visiting scientists.
Prerequisites	
Research	
Seminars	
Required Courses	Graduate students in the Ph.D. program are required to complete satisfactorily a minimum of three courses (three credits each) at the 300-400 course level, offered by the Department of Chemistry and distributed in two areas outside their major area of research. In addition, each major area in chemistry requires students in that area to enroll in basic graduate courses presenting the essentials of that discipline on an advanced level.
Candidacy	Candidacy examinations contain written and oral portions. The written examinations are of the cumulative type, and are offered eight times a year. The oral examination is based on a proposition for a research problem not intimately related to the student's own project, or any particular research project being actively pursued at WVU. This proposition is presented in writing to the student's research committee and defended before that group and any other interested faculty members.
Language	Each candidate for the Ph.D. must satisfy a departmental language requirement in a language approved by the student's research committee.
Research	Research, which is the major theme of graduate studies, may be initiated as early as the student and faculty feel appropriate for the individual. Normally, a student will begin laboratory work no later than the second semester. Upon successful completion of an original piece of research, the candidate will present results in a Ph.D. dissertation and at the appropriate time defend the work in a final oral examination.

Chemistry (Chem.)

201. *Chemical Literature*. I. 1 hr. PR: CHEM 134 and CHEM 141 or 246. Study of techniques of locating, utilizing, and compiling information needed by the research worker in chemistry. 1 hr. lec.

202. *Selected Topics*. I, II. 1-3 hr. (May be repeated for credit.) PR: Written consent, with at least a 2.0 grade-point average in chemistry courses. Individual instruction under supervision of an instructor.

210. *Instrumental Analysis*. II. 2 hr. PR: CHEM 115 and physical chemistry. Lectures and demonstrations. Basic electronics, electrochemistry, spectroscopy, mass spectrometry and gas chromatography. 2 hr. lec., 1 hr. demonstration.

211. *Intermediate Analytical Chemistry*. I. 3 hr. PR: CHEM 115 and physical chemistry. Principles of analytical procedures and separations at an intermediate level. 3 hr. lec.

212. *Environmental Chemistry*. II. 3 hr. PR: CHEM 115, 134, and physical chemistry. Study of the nature, reactions, transport, and fates of chemical species in the environment.
213. *Instrumental Analysis Laboratory*. I. 1 hr. PR: CHEM 210. Experiments using modern chemical instrumentation. 3 hr. lab.
214. *Computer Interfacing Laboratory*. I. 1 hr. PR: CHEM 210; Conc.: CHEM 213. Computer interfacing of chemical instruments.
222. *Chemistry of Inorganic Compounds*. I. 3 hr. PR: Physical chemistry. Correlation of reactions and properties of elements and compounds based on modern theories of chemical bonding and structure. Acid-base theory, non-aqueous solvents, ligand field theory, and stereochemistry. 3 hr. lec.
223. *Inorganic Synthesis Laboratory*. 2 hr. PR: CHEM 222. Application of modern synthetic and spectrochemical methods of analysis to the preparation and characterization of transition-metal and main-group compounds.
235. *Methods of Structure Determination*. I. 4 hr. PR: CHEM 134 and 136. Use of chemical methods and uv, ir, nmr, esr, Raman and mass spectroscopy to elucidate structures of organic compounds. For students in chemistry and related fields who may need these methods in research and applied science. 2 hr. lec., two 3-hr. lab.
237. *Polymer Chemistry*. I. 3 hr. PR: CHEM 134 and physical chemistry. Methods, mechanisms, and underlying theory of polymerization. Structure and stereochemistry of polymers in relation to chemical, physical, and mechanical properties. 3 hr. lec.
239. *Organic Syntheses*. II. 3 hr. PR: CHEM 134, 136. Modern synthetic methods of organic chemistry. One 1-hr. lec., two 3-hr. lab.
241. *Crystallography*. II. 3 hr. PR or Conc.: Physical chemistry or consent. Applications of X-ray diffraction of crystals to the study of crystal and molecular structure. Includes theories of diffraction and crystallographic methods of analysis. 3 hr. lec.
246. *Physical Chemistry*. I. 3 hr. PR: CHEM 134, MATH 16, and PHYS 12. A first course in physical chemistry. Topics include a study of thermodynamics and chemical equilibria. 3 hr. lec. (Students may not receive credit for CHEM 246 and for CHEM 141.)
247. *Physical Chemistry Laboratory*. II. 1 hr. PR: CHEM 18 or 115 and CHEM 246. Experimentation illustrating the principles of physical chemistry and offering experience with chemical instrumentation. One 3-hr. lab.
248. *Physical Chemistry*. II. 3 hr. PR: CHEM 246 and MATH 17. Continuation of CHEM 246. Chemical dynamics and the structure of matter. 3 hr. lec. (Students may not receive credit for CHEM 248 and for CHEM 141.)
249. *Physical Chemistry Laboratory*. I. 2 hr. PR: CHEM 246, 247, 248. Continuation of CHEM 247. Two 3-hr. lab.
250. *Chemical Bonding and Molecular Structure*. I. 3 hr. PR: CHEM 248. Introduction to the quantum theory of chemical bonding. Atomic structure, theoretical spectroscopy, predictions of molecular structures and bond properties. 3 hr. lec.

315. *Chemical Separations*. 3 hr. PR: CHEM 115, 133, and physical chemistry. Modern methods of chromatography from a theoretical and practical standpoint. General principles of separation stressing the practical implementation of these principles with particular emphasis on high performance liquid chromatography and gas chromatography. 3 hr. lec.

321. *Organometallic Chemistry*. 3 hr. PR: Graduate standing in chemistry, or consent of the instructor. Structure, syntheses, chemical properties of organometallic compounds; organometallic compounds in organic syntheses and in catalysis. 3 hr. lec.

331. *Advanced Organic Chemistry 1*. I. 3 hr. PR: CHEM 134. Structural concepts, bonding, tautomerism, static and dynamic stereochemistry, mechanistic classifications of reagents, and reactions including some applications. 3 hr. lec.

332. *Advanced Organic Chemistry 2*. >II. 3 hr. PR: CHEM 331. Continuation of CHEM 331 with emphasis upon synthetic methods and reaction mechanisms. 3 hr. lec.

341. *Chemical Thermodynamics*. I. 3 hr. PR: CHEM 248. Principles of classical and statistical thermodynamics and their application to chemical problems. 3 hr. lec.

411,412. *Seminar in Analytical Chemistry*. I, II. 1 hr. per sem. Current literature and research.

413. *Electrochemistry and Instrumentation*. I. 3 hr. PR: CHEM 210. Electronic instrumentation applied to study of mass transfer kinetics of electrode reactions, voltammetry, and high-frequency methods. 3 hr. lec.

414. *Spectroscopic Methods*. II. 3 hr. PR: CHEM 213. Problems in design of instruments for each of the various spectral regions. 3 hr. lec.

417, 418. *Advanced Topics in Analytical Chemistry*. I, II. 1-3 hr. per sem. Recent advances and topics of current interest.

421, 422. *Seminar in Inorganic Chemistry*. I, II. 1 hr. per sem. Current literature and research.

423. *Advanced Inorganic Chemistry*. I. 3 hr. PR: CHEM 222. Bonding theories, stereochemistry, nonaqueous solvent systems, physical methods and current topics. 3 hr. lec.

424. *Coordination Chemistry*. II. 3 hr. PR: CHEM 222. Ligand field theory, spectral interpretations, stability considerations, synthetic methods, unusual oxidation states, organometallic compounds, other topics of current interest. 3 hr. lec.

425. *Inorganic Reactions and Mechanisms*. I. 2 hr. PR: CHEM 222 and 443. Substitution, isomerization, racemization, and oxidation-reduction reactions. 2 hr. lec.

427, 428. *Advanced Topics in Inorganic Chemistry*. I, II. 1-3 hr. per sem. Recent advances and topics of current interest.

431, 432. *Seminar in Organic Chemistry*. I, II. 1 hr. per sem. Current literature and research.

433. *Physical Organic Chemistry*. II. 3 hr. PR: CHEM 331. Theoretical considerations of organic molecules, kinetics and other methods used in the study of organic structure and reaction mechanisms, linear free energy relationship and other related topics. 3 hr. lec.
436. *Heterocyclic Chemistry*. I. 3 hr. PR: CHEM 331. Major heterocyclic systems and discussion of selected natural products containing heterocycles. 3 hr. lec. (Offered on demand.)
- 437, 438. *Advanced Topics in Organic Chemistry*. I, II. 1-3 hr. per sem. Recent advances and topics of current interest.
- 441, 442. *Seminar in Physical Chemistry*. I, II. 1 hr. per sem. Current literature and research.
443. *Chemical Kinetics*. I. 3 hr. PR: CHEM 248. Theories and applications of kinetics in gaseous state and in solution. 3 hr. lec.
444. *Statistical Mechanics*. I or II. 3 hr. PR: CHEM 446. Theory and application of statistical mechanics to chemical systems. 3 hr. lec. (Offered on demand.)
445. *Theoretical Chemistry 1*. I or II. 3 hr. PR: Differential equations. Theoretical background for quantum mechanics. 3 hr. lec.
446. *Theoretical Chemistry 2*. I or II. 3 hr. PR: CHEM 445. Theories and applications of quantum mechanics in chemistry. 3 hr. lec. (Offered on demand.)
447. *Molecular Spectroscopy and Structure*. II. 3 hr. PR: CHEM 250. Advanced applications of spectral methods to a study of molecular structure. 3 hr. lec.
- 448, 449. *Advanced Topics in Physical Chemistry*. I, II. 1-3 hr. per sem. Recent advances and topics of current interest. (Offered on demand.)
491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.
492. *Research Seminar*. I, II. 1 hr. PR: Graduate student in chemistry. Research seminars by visiting lecturers.
497. *Research*. I, II, S. 1-15 hr.
499. *Graduate Colloquium*. I, II, S. 1-6 hr. PR: Consent. For graduate students not seeking course work credit but who wish to meet residence requirements, use the University's facilities, and participate in academic and cultural programs.

Communication Studies

James C. McCroskey, Chairperson of the Department

130 Armstrong Hall

Degree Offered: Master of Arts

Programs

The Department of Communication Studies offers work leading to the degree of master of arts (M.A.), with a concentration in communication theory and research. Persons who possess a bachelor's degree from an accredited college or university may be admitted to the program. Qualified graduate students from a variety of disciplines are admitted to the program. The master of arts degree program is intended to qualify the student to:

- Assume a variety of professional roles in educational, industrial, governmental, or media institutions.
- Teach the subject matter in high school and/or college.
- Undertake advanced training toward a doctorate in the behavioral/social sciences.

Requirements

In addition to the general WVU requirements, the graduate student in communication studies must meet departmental requirements. These include successful completion of the minimum number of required graduate hours as set forth in Program A, B, or C, below with a grade of B or above in each class and the maintenance of a minimum grade-point average of 3.0.

Classes graded "S" or marked "CR" may not be counted toward a degree.

Program A

Thesis

Applicants for admission must specify the program they wish to pursue. Program A is open only to full-time resident students. Programs B and C are open to both part-time and full-time students.

All students planning to continue graduate study past the M.A. level are encouraged to enter this program. The following are required:

• At least 36 hours of graduate credit, 30 of which must be in the Department of Communication Studies. A maximum of six hours of thesis credit will be allowed.

- Completion of COMM 401 and 420.
- A thesis.
- An oral examination on the thesis.

Program B

Non-Thesis

All students planning a professional career in a field other than education are encouraged to enter this program. This is normally a terminal degree program in communication studies. The following are required:

• A minimum of 36 hours of course work with at least 30 hours in the Department of Communication Studies:

- Successful completion of written and oral comprehensive examinations.

The oral examination may be waived with the approval of the student's examination committee and the departmental coordinator of graduate studies.

Certificate

Students who wish to prepare themselves to be more effective professional communicators but who may not wish to complete program B may obtain a certificate in corporate and organizational communication by completing 15 specified hours in this program. Three courses are required: COMM 491-A *Applied Communication Theory*, COMM 491-B *Nonverbal Communication in the Organizational Environment*, and COMM 376 *Theory and Research in Organizational Communication*. Six hours of electives may be chosen from COMM 370, 373, 374, and 377.

Program C

Non-Thesis

All students planning a professional career in elementary or secondary education are encouraged to enter this program. This is normally a terminal

degree program in communication studies. Students may complete this program through off-campus study, on-campus study, or a combination. The following are required:

- A minimum of 33 hours of course work with at least 27 hours in the Department of Communication Studies including COMM 361, 362, 363, and 491.

- Successful completion of written and oral comprehensive examinations.

The oral examination may be waived with the approval of the student's examination committee and the departmental coordinator of graduate studies.

Communication Studies (COMM)

201. *Principles of Communication Education*. I. 3 hr. PR: 15 hr. communication studies. Literature, principles, and current practices of communication education in public schools with directed application. Intended for teachers in communication and language arts.

206. *Advanced Study in Nonverbal Communication*. I, II. 3 hr. PR: COMM 106. Functions of nonverbal communication including status, power, immediacy, relationship development, regulation, turn-taking, leakage and deception, intuition, person perception, and emotional expressions.

221. *Persuasion*. I, II. 3 hr. PR: COMM 11. Theory and research in persuasion, emphasizing a critical understanding and working knowledge of the effects of social communication on attitudes, beliefs, and behavior.

230. *Survey of Rhetorical-Communication Theory*. I, II. 3 hr. PR: COMM 11. A survey of theory in the rhetorical communication context with emphasis upon periods preceding the twentieth century.

231. *Communication and Symbol Analysis*. I, II. 3 hr. PR: COMM 131. Advanced study of language in communication. Specific attention to conversational analysis.

361. *Communication in the Classroom*. I, II, S. 3 hr. PR: Teaching experience or consent. Role of interpersonal communication in classroom environment, with particular emphasis on communication between students and teachers. Recommended for elementary, secondary, and college teachers in all fields.

362. *Nonverbal Communication in the Classroom*. I, II, S. 3 hr. PR: COMM 361. Impact of nonverbal communication behaviors of students and teachers on teacher-student interaction and student learning. Recommended for elementary, secondary, and college teachers in all fields.

363. *Communication in the Educational Organization*. I, II, S. 3 hr. PR: COMM 361. Problems of communication within educational organizations with emphasis on elements that impact educational change, conflict management, and interpersonal influence. Recommended for elementary, secondary, and college teachers in all fields.

364. *Communication Problems of Children*. I, II, S. 3 hr. PR: COMM 11. (Primarily for elementary and secondary school teachers and language arts supervisors.) Normal maturational development of listening and speaking skills, their relationships to language acquisition, and influence upon achievement.

365. *Media in Communication and Education*. I, II, S. 3 hr. Use of the media in educational

and other communication environments with emphasis on communication processes and principles relevant to television and film.

370. *Interpersonal Communication: Theory and Research*. I, II, S. 3 hr. PR: Consent. Survey of the theory and research in dyadic interpersonal communication. Attention to accuracy, coordination, and congruency models with emphasis upon relational communication and intimate communication in interpersonal relationships.

371. *Theory and Research in Language*. II. 3 hr. Syntactics, semantics, and pragmatics of language behavior. Analyses of contemporary linguistic theories.

372. *Theory and Research in Mass Communication*. I, II. 3 hr. Mass communication from a consumer's viewpoint. Use of consumer-oriented mass media research also stressed.

373. *Theory and Research in Persuasion*. I, II, S. 3 hr. Various theories and principles of persuasion with emphasis on contemporary research literature.

374. *Intercultural Communication: Theory and Research*. 3 hr. Advanced seminar in communication of various cultures. Special emphasis on research in diffusion of innovations.

375. *Communication Apprehension and Avoidance*. 3 hr. PR: Graduate standing. Theory and research related to individuals' predispositional and situational tendencies to approach or avoid communication. Emphasis on work in the areas of willingness to communicate, communication apprehension, reticence, and shyness.

376. *Theory and Research in Organizational Communication*. I, II. 3 hr. Contemporary research linking communication variables and networks to organizational change, effectiveness, leadership, power, and management practices. Analysis of communication problems within a variety of organizations.

377. *Small Group Theory and Practice*. I, II, S. 3 hr. Specific research areas in interpersonal communication with intensive emphasis on small groups.

391. *Advanced Topics*. 3-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

397. *Research*. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

401. *Introduction to Graduate Study in Human Communication*. I. 3 hr. Major emphasis on designing and conducting experimental and laboratory research in human communication. Computer applications to social science research also given consideration. Should be taken the first semester of graduate study.

402. *Advanced Seminar in Research Methods*. II. 3 hr. PR: COMM 401. Research techniques necessary to conduct original communication research. Emphasis on advanced statistical techniques.

420. *Survey of Human Communication Theory*. I. 3 hr. Broad overview of contemporary theories in human communication. Should be taken the first semester of graduate study.

- 433. *Special Topics*. I, II, S. 3-12 hr. PR: Consent. Thorough study of special topics in human communication including interpersonal and small group, language, intercultural, organizational, persuasion, and mass communication, nonverbal communication, and communication education.
- 475. *Independent Study*. I, II, S. 1-3 hr. PR: Consent. Open to graduate students pursuing independent study in communication.
- 490. *Teaching Practicum*. I, II. 3 hr. PR: Consent. (Open only to graduate assistants in the Department of Communication Studies.) Supervised experience in classroom teaching.
- 491. *Advanced Study*. I, II, S. 3 hr. Advanced study in a variety of areas in human communication.
- 492. *Directed Study*. 1-6 hr. Directed study, reading, and/or research.
- 493. *Special Topics*. 1-6 hr. A study of contemporary topics selected from recent developments in the field.
- 494. *Special Seminars*. 1-6 hr. Special seminars arranged for advanced graduate students.
- 496. *Seminar in Human Communication*. I, II, S. 3-9 hr. Current problems and research in human communication.
- 497. *Research*. I, II, S. 1-15 hr.
- 499. *Thesis*. I, II, S. 3-6 hr.

Computer Science

Donald F. Butcher, Chairperson of Department of Statistics and Computer Science

John M. Atkins, Director of Computer Science Graduate Programs
319 Knapp Hall

Degrees: Master of Science, Doctor of Philosophy
Areas of emphasis: computer science and computer and information sciences

The master's degree is intended to qualify the student to assume a professional role in an educational, industrial, or governmental research project, teach in a junior or senior college, or undertake advanced training toward a doctorate in computer science. Because many students receive baccalaureate degrees from colleges which do not offer undergraduate programs in computer science, a student with an outstanding undergraduate record does not need a degree in computer science to enter the master's program.

Applications from students not eligible for admission as regular graduate students and from foreign students are normally evaluated during January for admission to the summer session. Graduate Record Examination general test scores are required for admission into the master's program.

Master of Science

GRE

Regular Admission	<p>An applicant for admission to the master's degree program is expected to satisfy the following requirements for regular admission:</p> <ul style="list-style-type: none"> • A bachelor's degree in computer science, equivalent to that offered by this department, from an accredited college or university. • A minimum undergraduate GPA of at least 3.0 on a 4.0 scale; • At least a 3.0 GPA on all computer science, statistics, and mathematics course work; • A GRE verbal score of at least the 50th percentile; • A GRE quantitative score of at least the 50th percentile; • A GRE analytical score of at least the 50th percentile.
Provisional Admission	<p>Applicants for admission to the master's degree program who do not satisfy the criteria for regular admission will be granted provisional admission if they meet the following conditions:</p> <ul style="list-style-type: none"> • A minimum of 50th percentile on the quantitative and analytical components of the GRE; • A cumulative GPA between 2.5 and 3.0 and a cumulative GPA between 2.5 and 3.0 on all computer science, mathematics and statistics course work undertaken. <p>Students admitted provisionally must maintain a GPA of at least 3.0 on all course work attempted.</p> <p>Applicants who do not meet the minimum criteria for provisional admission may enroll as non-degree students and then apply for provisional admission when the criteria for provisional admission have been met.</p>
Deficiencies	<p>Students admitted to the master's program who do not have an equivalent bachelor's degree in computer science may be required to enroll in one or more courses that represent deficiencies in their undergraduate curriculum. Students are minimally expected to know the material contained in the following courses:</p>
Prerequisites	<ul style="list-style-type: none"> • One year of calculus (MATH 15 and 16 or equivalent) and one semester of statistics (STAT 201 or equivalent). • Documented knowledge of a high-level programming language such as Ada, C, Modula-2, PL/1, or Pascal (CS 15, 16, and 76, or equivalent). • Assembler language and computer organization (CS 56 or equivalent). • Discrete mathematics (CS 26 or equivalent). • Analysis of algorithms (CS 126 or equivalent). • Theory of programming languages (CS 136 or equivalent). • Software engineering (CS 176 or equivalent). • Theory of operating systems (CS 156 or equivalent).
Options	<p>Two options are available for students seeking a master of science. The problem report option requires 36 hours of course work including three hours of credit for a problem report. The thesis option requires 30 hours of course work including six hours of credit for a thesis.</p>
Blocks	<p>Graduate courses in computer science are grouped into six blocks. The blocks and core courses in each block are as follows:</p> <ul style="list-style-type: none"> • Operating systems and architecture: CS 356, 366 • Programming languages: CS 336, 346 • Mathematics of computing: CS 315, 326 • Data semantics: CS 377, 378 • Software engineering: CS 375, 376 • Artificial intelligence and visualization: CS 386, 388
Core Courses	<p>Each block has two courses that are designated core courses. These are prerequisites for advanced courses in each block.</p>

Candidates for master's degrees must complete one core course in the operating systems and architecture block, one core course in the programming languages block, and one core course in the mathematics of computing block, as well as one core course each in any two of the three remaining blocks.

M.S. Requirements

Candidates must complete two additional courses in one of the five blocks in which a core course was completed.

Candidates must complete two semesters of seminar (CS 396).

Candidates must pass qualifying examinations in five of six core areas.

Candidates may use six hours of graduate credit from approved technical electives at the discretion of the student's committee and the department chair. Approved technical electives include any statistics course except STAT 311, any electrical engineering or computer engineering course, and any mathematics course except MATH 333-337 inclusive.

Technical Electives

No more than one course in which a grade of C is received may be counted toward meeting degree requirements.

The Ph.D. is a research degree rather than a course work degree. Doctoral students are required to complete a number of advanced courses but more time is spent in original research in close association with an experienced researcher. The Ph.D. degree is intended to prepare a student for teaching and research in computer and information science for business, industry, and educational institutions.

Ph.D.

An applicant for admission to the doctoral degree program is expected to satisfy the following requirements for regular admission:

Requirements

- A bachelor's degree in computer science, equivalent to that offered by this department, from an accredited college or university;
 - A minimum GPA of at least 3.0 on a 4.0 scale;
 - At least a 3.0 GPA on all computer science, statistics, and mathematics course work;
 - A GRE verbal score of at least the 50th percentile;
 - A GRE quantitative score of at least the 50th percentile;
 - A GRE analytical score of at least the 50th percentile.
- GPA
- GRE

Applicants not satisfying these requirements should work on a master's degree in computer science before applying for admission to the Ph.D. program.

Fall semester	March 1	Application Deadlines
Spring semester	October 1	
Summer session	January 1	

Applications are accepted at any time; however, no guarantee of admission can be made for a specific semester if the deadline has not been met. If applicants cannot enroll at the designated semester after a favorable admission decision, no guarantee is given that they will be permitted to enroll at a later time.

The Ph.D. requires a minimum of 18 hours of course work beyond the master's.

Within three years of admission to the doctoral degree program, applicants must receive a high pass on departmental qualifying examinations, demonstrating a breadth of knowledge in computer science. A Ph.D. student who does not receive a high pass on the departmental qualifying examination in two attempts may transfer all credits earned at WVU toward acquiring a master's degree. To earn a master's degree, the student must satisfy all requirements for the degree.

Qualifying Examinations

It is anticipated that a doctoral student will complete a minimum of 42 hours of formal graduate-level (300- and 400-level) course work in computer

Minimum Hours	science beyond the equivalent of a bachelor's degree in computer science, including 18 hours of advanced (400-level) graduate course work beyond that required for the departmental qualifying examination, with at most six of the 18 hours being in "directed reading" courses. Depending on a student's background, additional course work may be required.
Language	All doctoral students must demonstrate reading competency in scientific literature written in a language other than a student's native tongue. The choice of a foreign language other than French, German, Russian, Japanese, or Spanish must be approved by the computer science graduate faculty.
Comprehensive Examination	After satisfactorily passing the departmental qualifying examination, a doctoral student will be permitted to stand for the comprehensive examinations. These examinations will be prepared, administered, and evaluated by the student's dissertation committee. All examinations must be taken within a span of two calendar weeks.
Prospectus	Usually after completion of the comprehensive examinations, the doctoral student will present a research prospectus to his/her dissertation committee, outlining the original research which the student is to perform. The prospectus will consist of a statement of the research problem, a review of the pertinent scientific literature in the area, and a description of the methods which will be employed by the student in an attempt to solve the research problem. After the committee has questioned the student on the prospectus and approved it as the doctoral research topic, the student will be recognized as a doctoral candidate.
Residency	Doctoral candidates must satisfy the University's one-year residency requirement. It is expected that this one year of residency will be spent performing research after completion of the comprehensive examinations by completing nine hours of research in two consecutive semesters.
Dissertation	After the doctoral candidate has completed the original research outlined in the prospectus, the dissertation will be presented to the dissertation committee, after which the candidate will formally defend his/her dissertation at a public meeting. Full degree requirements are met when the dissertation committee deems that the candidate has successfully completed the research outline in the prospectus and has performed satisfactorily in defense of the work. The degree is then awarded. More information concerning graduate studies may be found in <i>Guidelines for Master's and Doctoral Students</i> , available through the department.

Computer Science (CS)

Note: The Department of Computer Science has 13 upper-level courses awaiting approval by the Faculty Senate at the time of publication of this catalog. Please check with the department for updated information.

216. *Numerical Concepts*. 3 hr. PR: CS 126. Computer Arithmetic, Number representation, and errors; locating roots of equations; interpolation; numerical integration and differentiation; numerical solution of initial value problems for ordinary differential equations; solving systems of linear equations; data smoothing.

236. *Compiler Construction*. PR: CS 136. Theory and practice of the construction of programming language translators; scanning and parsing techniques, semantic processing, runtime storage organization, and code generation; design and implementation of an interpreter or compiler by students. (3 hr. lec.)

246. *Automata Theory*. 3 hr. PR: CS 136. Introduction to formal languages, grammars, and automata; regular expressions and finite automata, context-free languages and linear-bound automata, and Turing machines and recursively enumerable languages. (3 hr. lec.)

256. *Operating Systems Structure*. 3 hr. PR: CS 156. Support of computer components; device management and interrupts, process scheduling, file management, complete OS structure, OS development and debugging, configuration management, and performance testing. (3 hr. lec.)

258. *Advanced Operating Systems*. 3 hr. PR: CS 256. Operating system topics not covered in CS 156 or 256; reliability and security, system management, and virtual machine structures; introduction to distributed and realtime systems; emphasis on design issues faced by actual systems. (3 hr. lec.)

266. *Computer Organization and Architecture*. 3 hr. PR: CS 156. Computer structure, emphasis on implications for software design; evolution of computers; elementary digital logic; CPU structures; memory and I/O structures; pipelining and memory management; introduction to parallel and high-level architectures. (3 hr. lec.)

267. *Microprocessor Structures*. 3 hr. PR: CS 156. Typical microprocessor systems including OS architecture, assembly language programming, and interfacing capabilities. (3 hr. lec.)

268. *Data and Computer Communications*. 3 hr. PR: CS 156. Introduction to fundamental concepts and principles of data and computer communications; digital data communication techniques; multiplexing, switching, LANs and WANs, and protocols and architecture. (3 hr. lec.)

276. *Advanced Software Engineering*. 3 hr. PR: CS 176. Engineering process, project economics, project organizational and management issues, configuration management. (3 hr. lec.)

278. *Database Design and Theory*. 3 hr. PR: CS 176. Relational data model using relational algebra and SQL and the object-oriented data model; relational database and semantic design theory. (3 hr. lec.)

286. *Introduction to Artificial Intelligence*. 3 hr. PR: CS 176. Survey of AI techniques, heuristics search, game playing, knowledge representation schemes: logic, semantic net, frames, rule-based; natural language processing, advanced AI techniques/systems: planning, blackboard architecture, neural net model; AI implementation. (3 hr. lec.)

288. *Introduction to Computer Graphics*. 3 hr. PR: CS 176. Overview of I/O hardware, elements of graphics software, fundamental algorithms, two dimensional viewing and transformations, design for interaction, and introduction to three-dimensional concepts. (3 hr. lec.)

291. *Topics in Computer Science*. I, II, S. 3 hr. PR: CS 76 or equiv. Advanced study of topics in computer science.

301. *Computers in Research*. I. 3 hr. (Statistics and Computer Science majors should obtain their graduate committees' approval before registering.) Use of computers in research. Algorithms and programming. Scientific and statistical programming packages.

303. *Microcomputers in Mathematics/Science*. S. 3 hr. PR: MATH 3 or consent. An integrated course in computer science, statistics and mathematics for secondary educators. Focuses on programming techniques and uses problems from the areas of statistics and mathematics at the high school level as examples.

311. *Scientific Computing Applications*. II. 3 hr. PR: 76 or equiv. Application of mathematical modelling and simulation methodology, languages, and systems. Discrete simulation using GPSS-V language. Linear programming. Finite difference methods using higher-level languages.

315. *Advanced Mathematics of Computation*. I. 3 hr. PR: MATH 215. Foundations of computer science; formal logic, graph theory, computability and complexity theories.

320. *Solution of Nonlinear Systems*. II. 3 hr. PR: CS 216 or MATH 241 or consent. Solution of nonlinear systems of equations. Newton and Secant Methods. Unconstrained optimization. Nonlinear overrelaxation techniques. Nonlinear least squares problems. (Equiv. to MATH 320.)

325. *Numerical Interpolation and Approximation*. I. 3 hr. PR: CS 216 or consent. Interpolation and approximation using Chebychev polynomials, Pade approximations, Chebychev economization of Taylor Series. Hermite interpolation, orthogonal polynomials and Gaussian Quadrature.

326. *Advanced Analysis of Algorithms*. II. 3 hr. PR: CS 126. Analysis and design techniques for efficient sequential and parallel algorithm design; NP-completeness, advanced analysis techniques, advanced algorithms, and parallel algorithms.

330. *Design of Language Processors*. II. 3 hr. PR: CS 236. Study of the design and construction of automatic programming language processors. Investigation of the structure of scientific and business oriented compilers, list processors, and information processing languages.

336. *Formal Specification of Language*. I. 3 hr. PR: CS 236. Specifications of language syntax and semantics by grammars and automata and by attribute grammars, denotational semantics, and action equations; algebraic, denotational, and operational semantics; application of formal specifications to construction of software tools.

346. *Advanced Automata Theory*. II. 3 hr. PR: CS 246. Survey of automata outside the Chomsky hierarchy with applicability to parallel processing, learning, temporal logic, and language processing.

350. *Software Engineering in Data Communications*. I. 3 hr. PR: CS 256 or consent. Data communication principles, software design techniques for implementing data communications systems, testing and debugging techniques, networks and data link control, software design in a network environment. A "hands-on" project in data communications design is included.

356. *Theory of Operating Systems*. I. 3 hr. PR: CS 256 or consent. Theoretical analysis of selected aspects of operating system design; topics include interaction of concurrent processes; scheduling and resource allocation; virtual memory management; access control; and distributed and real-time system issues.

365. *Distributed Database Management Systems*. II. 3 hr. PR: CS 278. Reference architectures for distributed database management systems. Integration of local databases stored at different sites into a global database. Heterogeneity of data models. Query translation and optimization. Synchronization of concurrent access. Integrity and reliability.

366. *Advanced Computer Systems Architecture*. II. 3 hr. PR: CS 266 OR CPE 272 or consent. High performance techniques, pipelined and parallel systems, and high-level

architectures; comparative evaluation of architectures for specific applications; emphasis on software implications of hardware specifications.

375. *Software Verification and Validation*. II. 3 hr. PR: CS 136 and CS 176. Principles of formal software specification; formal verification, testing and other validation techniques.

376. *Formal Methods in Software Engineering*. I. 3 hr. PR: CS 276. Principles of rigorous specification, designing, implementation and validation of sequential, concurrent and real-time software; emphasis on reading current papers on these topics.

377. *Data: Types, Semantics and Abstraction*. II. 3 hr. PR: CS 176. Data type and structure specification, axiomatic and model-based specification, algebraic techniques, testing and verification specifications, data abstraction facilities in modern programming languages, examples and associated algorithms.

378. *Theory of Database Systems*. I. 3 hr. PR: CS 278. Abstract and newer database models; introduction to database design techniques in the context of semantic data modeling; equivalence of different relational models; object-oriented databases.

386. *Advanced Artificial Intelligence Techniques*. II. 3 hr. PR: CS 286. Reasoning under uncertainty; nonmonotonic reasoning, statistical reasoning, fuzzy logic; planning, parallel and distributed AI, natural language processing, learning, connectionist models, temporal logic, common sense knowledge and qualitative reasoning, AI techniques and robotics.

388. *Interactive Computer Graphics*. I. 3 hr. PR: CS 126. Viewing in three dimensions, projections, rendering of surfaces and solids, illumination and shading, interaction handling, display processors and programming systems, and graphics system organization.

390. *Teaching Practicum*. I and II. 1-3 hr. PR: Consent. Supervised practices in college teaching of computer science.

391. *Advanced Topics in Computer Science*. I, II, S. 3-6 hr. PR: Consent. Investigation in advanced computer science subjects not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

396. *Graduate Seminar*. I, II. 1 hr. PR: Consent.

397. *Research in Computer Science*. I, II, S. 1-15 hr. PR: Consent

490. *Teaching Practicum*. I, II. 1-3 hr. PR: Consent. Supervised practice in college teaching of computer and information sciences.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

492. *Directed Study*. I, II, S. 1-6 hr. Directed study, reading, and/or research.

496. *Graduate Seminar*. I, II. 1 hr. PR: Consent.

497. *Research*. I, II, S. 1-15 hr. PR: Consent..

English

Rudolph P. Almasy, Ph.D., Chairperson of the Department

Cheryl B. Torsney, Ph.D. Supervisor

Kevin Oderman, M.A. Supervisor

Stansbury Hall

Degrees Offered: Master of Arts, Doctor of Philosophy

Master of Arts

To be admitted to the Department of English as prospective candidates for the degree of master of arts (M.A.), students are expected to have completed work comparable to the department's undergraduate requirement for English majors (but with records distinctly above the average), and to present as part of their applications their scores on the Graduate Record Examination General Aptitude Test, and, if non-native speakers of English, their TOEFL scores. Past experience has shown that successful graduate students usually score at least the 60th percentile in the verbal section of the GRE.

GRE/ TOEFL

Admission

The applicant may be admitted as a regular graduate student—one who is approved for a degree program; as a provisional graduate student—one who is accepted for study but at the time of acceptance does not meet all the requirements for regular admission; or as a non-degree graduate student. (The GRE and TOEFL scores are not required of non-degree graduate students.)

Course Requirements (No Thesis)

M.A. students selecting the non-thesis option must successfully complete 30 hours, distributed as follows: nine hours of core courses; nine hours of author, topic, genre courses; nine hours of seminar courses (including ENGL 492); and three hours of unrestricted course work. No more than six hours of course work outside the Department of English can apply toward the 30-hour requirement. Students should check with the department about the most current courses available.

Thesis Option

A candidate for the M.A. degree may choose to take 24 hours of course work and write a thesis, for six hours credit, under the supervision of a thesis adviser. The thesis may be creative (a novel or a collection of short stories, poems, or literary essays with an analytic introduction) or scholarly. A candidate may register for up to 12 hours of thesis credit, but only six hours can be included in the 30 hours required for the degree. Thesis hours are graded as S (satisfactory) or U (unsatisfactory).

Examinations

Students electing the thesis option are expected to defend their finished work before their thesis committees and any others who wish to attend the oral examination. The English Department requires no terminal examination. Instead, course distribution requirements and individual courses provide rigor and breadth, and only classes passed with a grade of B or better count toward the degree.

Foreign Language Requirement

Two options are available for fulfilling the foreign language requirement. In the first option, students may take a graduate reading examination administered by the Department of Foreign Languages in French, German, classical Greek, Italian, Latin, Russian, or Spanish. In the alternative option, students may fulfill the language requirement by completing the last two semesters of the introductory language sequence (e.g., French 3 and 4 or French 11) or the graduate language reading sequence with a grade of B or better, not more than two years prior to taking the M.A. degree.

Applicants for admission to the program will be judged on the bases of academic record, three recommendations from former teachers, a statement of purpose outlining their academic and professional goals, a sample of their academic writing, and the Graduate Record Examination Advanced Test scores. Non-native English-speaking applicants must also present their TOEFL scores. All decisions on admission are made by the Ph.D. admissions committee.

The doctoral program can be completed in three years of full-time study beyond the master's degree or its equivalent. During the first year in residence, students must enroll in English 499 *Graduate Colloquium*, and pass the proseminar examination. Thirty credit-hours must be taken prior to the examination for formal admission to candidacy. Full-time students are expected to enroll in nine credit-hours per semester. Only 300- and 400-level courses can be applied to the 30 credit-hours requirement; nine of these hours must be in 400-level seminars, one of which must be English 488 *Current Directions in Literary Study*. All doctoral candidates, unless they have previously taken an equivalent course, must take English 492 *Introduction to Literary Research*. Neither English 490 (required of all teaching assistants) nor English 492 may be substituted for the seminar requirements. Doctoral students must teach successfully in the department. Concurrent with the teaching practicum, six hours of teaching practicum (three for teaching composition and three for teaching literature) are also required. This requirement can be waived for those candidates with teaching experience approved by the department. Students are permitted only six hours of independent study, however. The dissertation carries 12 hours; thus, the typical Ph.D. program includes 48 credit hours.

Upon approval by the plan of study committee, students may choose to complete a minor, not to exceed 12 hours in 300- or 400-level courses, in a related subject offered by another department.

The foreign language options are the same as for the master's program and must be completed prior to taking the examination for formal admission to candidacy.

After completing course work, passing the examination for formal admission to candidacy, and fulfilling the language and teaching requirements, the student, under the direction of the dissertation committee chairperson, writes a prospectus of the final project. The dissertation, meant to be an original contribution to scholarship in its field, should be able to be completed in one year.

The final examination (oral defense of the dissertation) is scheduled by the dissertation director and is open to the public.

- 310. *Old English 1 (Anglo-Saxon)*
- 312. *Medieval Literature*
- 313. *Renaissance Literature*
- 314. *Restoration and Eighteenth-Century Literature*
- 315. *Romantic Literature*
- 316. *Victorian Literature*
- 317. *Twentieth-Century British Literature*
- 320. *Studies in Composition and Rhetoric*
- 350. *Shakespeare*
- 370. *American Literature to 1865*

**Doctor of
Philosophy**

**Examinations
and
Course
Requirements**

**Teaching
Requirement**

Minor

**Foreign
Language**

**Doctoral
Dissertation**

**Oral
Defense**

**Core
Courses**

- 371. *American Literature, 1865 to 1915*
- 372. *American Literature, 1915 to Present*
- 383. *Recent Literary Criticism*

- Author,** 311. *Old English 2 (Beowulf)*
- Topic,** 321. *Studies in Drama*
- Genre** 322. *Studies in Poetry*
- Courses** 323. *Studies in the Novel*
- 324. *Studies in Nonfiction Prose*
- 325. *Study of Selected Authors*
- 392. *Special Topics*

- Seminars** 440. *Seminar in Medieval Studies*
- 446. *Seminar in Renaissance Studies, 1550–1660*
- 460. *Seminar in Restoration and Eighteenth-Century Studies*
- 470. *Seminar in British Romanticism*
- 476. *Seminar in Victorian Studies*
- 484. *Seminar in American Studies*
- 485. *Seminar in Twentieth-Century British Studies*
- 488. *Current Directions in Literary Study*
- 492. *Introduction to Literary Research*
- 493. *Folger Institute Seminar*
- 494. *Seminar*
- 499. *Graduate Colloquium (Proseminar)*

English (ENGL)

301. *Graduate Writing Workshop*. I, II. 3 hr. (With departmental consent, may be repeated for a maximum of 6 credit hours.) Advanced workshop in creative writing. Genre and focus varies from semester to semester. PR. Instructor consent.

310. *Old English 1*. I, II. 3 hr. Study of Anglo-Saxon with selected readings from the literature of the period.

311. *Old English 2*. I, II. 3 hr. PR: ENGL 310. *Beowulf* and other texts in Old English.

312. *Medieval Literature*. 3 hr. Readings in the literature of the Medieval period; attention to major writers and genres; focus on literary theory. 3 hr. lec.

313. *Renaissance Literature*. 3 hr. Readings in the literature of the English Renaissance; attention to major writers and genres; focus on literary history. 3 hr. lec.

314. *Restoration and Eighteenth-Century Literature*. 3 hr. Readings in the literature of England during the Restoration and the eighteenth century; attention to major writers and genres; focus on literary history. 3 hr. lec.

315. *Romantic Literature*. 3 hr. Readings in the literature of England during the romantic period; attention to major writers and genres; focus on literary history. 3 hr. lec.

316. *Victorian Literature*. 3 hr. Readings in the literature of England during the Victorian period; attention to major writers and genres; focus on literary history. 3 hr. lec.

317. *Twentieth-Century British Literature*. 3 hr. Readings on the literature of England during the twentieth century; attention to major writers and genres; focus on literary history. 3 hr. lec.

320. *Studies in Composition and Rhetoric*. 3 hr. Integration of theory with pedagogy for effective instruction, composition and rhetoric. Historical development of composition theory and current issues in rhetoric. 3 hr. lec.

321. *Studies in Drama*. 3 hr. Advanced study in the genre of drama, with emphasis varying from year to year. Course may include textual, historical, critical, formalist, and/or theoretical study. Not restricted to any one period or century.

322. *Studies in Poetry*. 3 hr. Advanced study in the genre of poetry, with emphasis varying from year to year. Course may include textual, historical, critical, formalist, and/or theoretical study. Not restricted to any one period or century.

323. *Studies in the Novel*. 3 hr. Advanced study in the genre of the novel, with emphasis varying from year to year. Course may include textual, historical, critical, formalist, and/or theoretical study. Not restricted to any one period or century.

324. *Studies in Nonfiction Prose*. 3 hr. Advanced study in the genre of non-fiction, with emphasis varying from year to year. Course may include textual, historical, critical, formalist, and/or theoretical study. Not restricted to any one period or century.

325. *Study of Selected Authors*. 3 hr. Advanced study of one or more major authors.

350. *Shakespeare*. I, II. 3 hr. Intensive study of selected plays. Special attention to textual problems and to language and poetic imagery, together with the history of Shakespearean criticism and scholarship.

370. *American Literature to 1865*. 3 hr. Readings in the literature of America from its beginnings to 1865; attention to major writers and genres; focus on literary history.

371. *American Literature, 1865-1915*. 3 hr. Readings in the literature of America from 1865-1915; attention to major writers and genres; focus on literary history.

372. *American Literature, 1915-Present*. 3 hr. Readings in the literature of America from 1915 to the present; attention to major writers and genres; focus on literary history.

383. *Literary Criticism & Theory*. 3 hr. Brief survey of theories of major schools of modern criticism and an application of these theories to selected literary works.

392. *Special Topics*. I, II, S. 1-9 hr. PR: Consent. Advanced study of special topics in language, literature, or writing.

400. *Thesis*. I, II. 3 hr.

401. *Thesis*. I, II. 3 hr.

440. *Seminar in Medieval Studies*. I, II. 3 hr. Topics from English literature, 1100-1500.

446. *Seminar in Renaissance Studies, 1550-1660*. I, II. 3 hr. Studies in major authors and special topics in the Renaissance.

460. *Seminar in Restoration and Eighteenth-Century Studies*. I, II. 3 hr.
470. *Seminar in British Romanticism*. I, II. 3 hr. Studies in major authors and special topics in the field of British Romanticism.
476. *Seminar in Victorian Studies*. I, II. 3 hr. Research and discussion in selected topics in the literature and history of the period.
484. *Seminar in American Studies*. I, II. 3 hr. Seminar in principal authors and movements in American literature.
485. *Seminar in Twentieth-Century British Studies*. 3 hr. Seminar in principal authors and movements in twentieth-century British literature.
488. *Current Directions in Literary Study*. II. 3 hr. PR: Advanced graduate standing (English 383 recommended). Intensive study of one or more current approaches to literature and theories of criticism, with some emphasis on the interrelations of literary study with other disciplines.
490. *Teaching Practicum*. I, II. 3-6 hr. I—Supervised practice in college teaching of expository writing. II—Supervised practice in college teaching of literature.
491. *Advanced Study*. I, II. 3 hr. Specific topics approved by the instructor.
492. *Introduction to Literary Research*. I, II. 3 hr. Bibliography; materials and tools of literary investigations; methods of research in various fields of literary history and interpretation; problem of editing. Practical guidance in the writing of theses.
493. *Folger Institute Seminar*. I, II. 3 hr. PR: Graduate standing. (Enrollment is by special application only. Contact department chairperson for information.) Seminar conducted by distinguished scholars and held at the Folger Institute of Renaissance and Eighteenth Century Studies in Washington, D.C. Topics vary. (Also listed as HIST 493.)
494. *Seminar*. I, II. 3 hr. Specific authors to be approved by instructor.
497. *Research*. I, II. 1-15 hr. PR: Consent.
498. *Doctoral Thesis*. I, II. 1-6 hr. PR: Consent.
499. *Graduate Colloquium*. I, II. 1-6 hr. PR: Consent. Credit for this course may not be applied toward satisfaction of the 30-hour degree requirements at either the master's or doctoral level.

Foreign Languages

Frank W. Medley, Jr., Chairperson of the Department
205-B Chitwood Hall
Janice Spleth, Graduate Director
314 Chitwood Hall
Degree Offered: Master of Arts

In addition to University guidelines, the Department of Foreign Languages has specific admission requirements that are under revision as this catalog is going to press. Please contact the Department for current requirements.

The Department of Foreign Languages offers areas of emphasis for graduate study in French, German, Spanish (peninsular literature as well as Spanish-American literature), the teaching of English to speakers of other languages (TESOL), linguistics, and comparative literature. Graduate courses are also offered in classics, foreign literature in English translation, language teaching methods, and bibliography and research. Candidates for the master's degree are accepted in any of the areas of emphasis as long as they fulfill all requirements of the master of arts (M.A.) listed below.

The department chairperson is the official adviser for all departmental graduate students. The chairperson, or associate chairperson, serves as temporary adviser until the student requests, and has approved by the associate chairperson, a committee of three or more faculty members during his or her first semester of study. Students should inform themselves of faculty members' areas of expertise early in their first semester in order to facilitate committee selection. The student should request a meeting of his or her committee prior to pre-registration for the second semester to get acquainted and discuss his or her professional goals. The student should develop a close working relationship with the committee and feel free to request a committee meeting whenever necessary—for guidance or course selection, advice on professional advancement, examinations, possible thesis topics, etc. Students may also request a revision of the composition of their committees when professional interests change.

A student is expected to have an undergraduate major in the areas of interest or be required to make up any deficiencies. The student should normally show an average of at least 3.0 (B) in undergraduate foreign language courses.

- Minimum of 24 hours of course work in the department exclusive of 391 and 397 courses. (A total of 36 hours is required.)
- Maximum of three hours of 397 credit unless a thesis is undertaken, in which case six hours of 397 credit can be applied to the 36 required hours.
- No more than three hours of 391 credit can be applied to the 36 hours. (An exception can be made only if used to allow a student to enroll in a 200 course and student has already reached the maximum number of 200 credits.)
- Selection of areas of emphasis.
Four French literature courses
Linguistics 247 *Structure of Modern French*
Linguistics 341 *History of the French Language*
French 217 *French Culture* or
French 292 *French Civilization*
French 344 *Explication de Textes* or
French 326 *Literary Criticism*

Admission

Areas of Emphasis

Adviser

Committee

Undergraduate Majors

Total Hours

French

- German** Four German literature courses
 Linguistics 257 *Structure of German*
 Linguistics 351 *History of the German Language*
 German 292 or 392 *German Culture and Civilization*
- Spanish Peninsular** Area of emphasis I: Four peninsular literature courses
 Spanish 223 *Estudios de Estilo* **or**
 Spanish 324 *Explicacion de Textos*
 Spanish 392 *Spanish Culture*
 Linguistics 217 *Structure of Spanish*
 Linguistics 311 *History of the Spanish Language*
- Spanish American** Area of emphasis II: Four Spanish American literature courses
 Spanish 223 *Estudios de Estilo* **or**
 Spanish 324 *Explicacion de Textos*
 Spanish 292 *Spanish American Culture*
 Linguistics 217 *Structure of Spanish and*
 Linguistics 311 *History of Spanish*
- Combined Peninsular/ Spanish America** Area of emphasis III: Five courses in Peninsular and Spanish American literature (three courses in one area and two courses in the other).
 Spanish 223 *Estudios de Estilo* **or** Spanish 324 *Explicacion de Textos*
 Spanish 316 *Peninsular Culture and*
 Spanish 292 *Spanish American Culture*
 Linguistics 217 *Structure of Spanish and*
 Linguistics 311 *History of the Spanish Language*
- For those students writing a thesis, Spanish 223 or Spanish 324 may double count as a core requirement.

- TESOL** Language 321 *Seminar Methods ESL*
 Language 392 *Seminar Theory ESL*
 Linguistics 392 *Seminar ESL Linguistics*
 Linguistics 202 *Phonology*
 ESL 391 *Advanced Topics American Culture*
- Four courses from the following:
 English 211 *History of the English Language*
 English 220 *American Poetry*
 English 235 *American Drama*
 English 245 *Studies in Appalachian Literature*
 English 266 *American Romanticism*
 English 280 *Southern Writers*
 English 292 *Special Topics*
 English 294 *Fiction for Adolescents*
 English 321 *Studies in Drama**
 English 322 *Studies in Poetry**
 English 323 *Studies in the Novel**
 English 324 *Studies in Nonfiction Prose*
 English 325 *Studies of Selected Authors**
 English 340 *The American Novel to 1915*
 English 370 *American Literature, 1830-1865*
 English 371 *American Literature, 1865-1915*
 English 372 *American Literature, 1915 to Present*
 English 392 *Special Topics* (with approval of FL Department)

Minimum of six linguistic courses including:

- Linguistics 202 *Phonology*
- Linguistics 283 *Transformational Grammar*
- Linguistics 383 *Advanced Transformational Syntax*
- Linguistics 392 *Seminar Advanced Phonology*
- One culture course of a contrastive nature

Linguistics

In lieu of four literature courses, two of the following can substitute for literature courses: (One may double count for the linguistics requirement for those students writing a thesis.)

- Linguistics 311 *History of Spanish*
- Linguistics 341 *History of French*
- Linguistics 351 *History of German*
- English 211 *History of English*
- Linguistics 353 *Middle High German*
- Linguistics 313 *Old Spanish*
- Linguistics 343 *Old French*
- English 310 *Old English*
- English 311 *Old English*

Substitutions

Seven courses of literature

(five of the seven must be in the Department of Foreign Languages)

FLIT 369 *Comparative Literature*

One culture course of a contrastive nature

One of the following linguistics courses:

- Linguistics 311 *History of Spanish*
- Linguistics 313 *Old Spanish*
- Linguistics 341 *History of French*
- Linguistics 343 *Old French*
- Linguistics 351 *History of German*
- Linguistics 353 *Middle High German*
- English 211 *History of the English Language*
- English 310 or 311 *Old English*

Comparative Literature

Other students may petition for another area of emphasis which falls within the general guidelines but is not listed above. A detailed plan must be submitted and approved by a committee appointed by the department chairperson.

All international students whose native language is not English must demonstrate proficiency in English. Proficiency may be demonstrated in either of the following ways:

- TOEFL of 550 and TSE of 230
- ACTFL oral proficiency rating of two and successful passing of a department English writing examination

International Students

Students choosing areas of emphasis in French, German, or Spanish must demonstrate proficiency in that language by achieving a 2+ oral proficiency rating and successfully passing the departmental writing examination in that language.

Students who choose areas of emphasis in TESOL, linguistics, or comparative literature and whose native language is English must demonstrate proficiency in a second language by achieving an oral proficiency rating of two and passing the departmental written examination in that language, or presenting four semesters or the equivalent of two foreign languages with at least a B average.

Language Proficiency

Students choosing the TESOL area of emphasis whose native language is not English must demonstrate a higher level of English proficiency than that required in point five. Proficiency for those students may be demonstrated in one of the following ways:

- TOEFL of 600 and TSE of 250.
- ACTFL oral proficiency rating of 2+ and successful passing of the departmental advanced English writing examination.

If required courses are not offered during the time the student is enrolled, he/she may request permission to make appropriate substitutions. Students must declare the area of emphasis they intend to follow at the time of their initial registration. Students can request changes in their area of emphasis before the semester in which the student takes his/her written examinations.

Other Requirements

- A 3.00 GPA is required for graduation.
- Demonstration of ability to undertake research and to write clearly and succinctly. The three possible areas of emphasis for fulfilling this requirement are listed in the departmental graduate student handbook.
- Seven-hour written examination based upon the reading list. Students will have a reading list composed of seven sections. One may be drawn up by the student and the student's major adviser or selected from the master reading list. Candidates who write a thesis will have the number of sections (and hours of the examination) reduced to four. Five of the seven exams must be in the student's area of emphasis unless the student writes a thesis; in this case, all four must be in the area of emphasis.

Graduate Assistants

- A one- to two-hour oral examination based upon course work and/or thesis.
- All graduate assistants are required to complete Language Teaching Methods 421 as part of the work in the major fields unless they have had a similar course in their undergraduate study. The candidate's committee, together with the student, will determine the distribution of courses and the thesis requirement in the light of the student's aims and needs. The committee also will administer the oral comprehensive examination near the end of the candidate's course of study. Both oral and written examinations are normally given only twice a year, in November and in April. Graduate assistants are required to enroll each semester in Lang. 490 and 499, although these credits do not count toward the master's.

Because of staff scheduling difficulties, students should not expect to have their committees available for the completion of work on their degrees for summer graduation.

Thesis

A thesis, if chosen, must be submitted to the student's committee chairperson at least one month before the end of the enrollment period in which the student expects to complete all requirements for graduation. If this requirement is not met, thesis acceptance may be withheld for one semester.

Proposal

An acceptable thesis proposal, including a problem statement, a thorough review of the literature, and an appropriate research design, is to be submitted to, and approved by, the student's committee before a thesis can be undertaken. Normally this proposal is submitted at least one semester before undertaking the writing of the thesis.

The thesis defense will be approximately one hour in length and is given after successful completion of the written examinations on elective master's reading list sections and the oral examination on course work.

One bound copy of the approved thesis is to be given to the Department of Foreign Languages upon completion of work for the degree.

Normally, the master's program requires four full semesters of study.

Graduate assistants in particular should take this fact into account when planning their programs.

Courses in German have been offered in Germany and Austria during the summer, in Spanish in Spain, Mexico, and Colombia during the summer, and in French in Canada during the summer and in France during the fall, spring, and summer. Students participating in a fall or spring semester abroad enroll for 15-18 semester hours of credit.

Study Abroad

The Department of Foreign Languages generally offers a spring and a summer session in France and a summer session in Austria and in Spain or Mexico—contingent upon funding and faculty availability.

Bibliography and Research (BIBY)

301. *Introduction to Research*. I. 1-3 hr. (For seminar credit, counts as 1 hour; for a specific project carried out during the course, counts as 3 hours.) PR: Graduate standing. Pro-seminar in graduate-level research in foreign languages, literature, and linguistics.

365. *Methods of Research*. I. 3 hr.

Classics (CLAS)

201. *Roman Novelists*. I. (Alternate Years.) 3 hr. PR: CLAS 109, 110, or consent.

202. *Roman Comedy*. II. (Alternate Years.) 3 hr. PR: CLAS 109, 110, or consent.

235. *Roman Epic*. I. 3 hr. PR: CLAS 109, 110, or equiv.

292. *Pro-Seminar in Latin or Greek Literature*. 1-6 hr.* PR: Consent. Special topics.

392. *Seminar in Latin or Greek Literature*. 1-6 hr.* PR: Consent. Special topics.

397. *Master's Degree Research or Thesis*. I, II. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

English as a Second Language

391. *Advanced Topics*. I, II. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

Foreign Literature in Translation (FLIT)

211. *Chinese Literature in Translation*. I. 3 hr. Survey of selected works of Chinese literature from ancient times through the eighteenth century.

221. *Japanese Literature in Translation*. II. 3 hr. Survey of selected works of Japanese literature from ancient period to the mid-nineteenth century and an introduction to a few works of the modern period.

241. *Women Writers of Spain*. 3 hr. Major women writers of Spain from the earliest extant manuscripts to the present; focus on twentieth-century works.

263. *French Women Writers*. II. 3 hr. Selected works of French women writers.

292. *Pro-Seminar*. I, II, S. 1-6 hr.* PR: 6 hr. of upper-division literature courses or consent. Special topics.

369. *Comparative Literature: Theory and Practice*. I. 3 hr. PR: Reading fluency in at least one foreign language. Conceptual bases of comparative literature and their application to literary interpretation.

392. *Seminar*. I, II, S. 1-6 hr.* PR: 6 hr. of upper-division literature courses or consent. Special topics.

French (FRCH)

203. *Conversational French*. I. 3 hr. PR: FRCH 110 or consent. Intensive spoken French.

217. *French Civilization*. II. 3 hr. PR: 12 hr. of French.

221. *The Romantic Movement*. I. 3 hr. PR: 18 hr. of French or consent.

222. *French Realism*. II. 3 hr. PR: 18 hr. of French or consent.

229. *Literature of the Sixteenth Century*. I. 3 hr. PR: 18 hr. of French or consent.

231. *Phonetics and Pronunciation*. II. 3 hr. PR: 12 hr. of French or equiv.

232. *Literature of the Eighteenth Century*. 3 hr. PR: 18 hr. of French or consent. Survey of major literary works of eighteenth-century France.

292. *Pro-Seminar*. I, II, S. 1-6 hr.* PR: 18 hr. of French or consent. Special topics.

305. *Fundamentals for Reading French*. I. 3 hr. PR: Graduate or upper-division standing. (FRCH 305 and 306 is intended for graduate students from other departments to teach them to read general and technical French.)

306. *Reading French*. II. 3 hr. PR: 12 hr. of French or equiv. or FRCH 305. (Graduate students may meet a doctoral foreign language requirement by achieving a grade of B or better in this course.)

326. *Literary Criticism*. II. 3 hr. PR: B.A. in French or consent.

337. *Moliere*. II. 3 hr. PR: B.A. in French or consent.

344. *Explication de Textes*. II. 3 hr. PR: 24 hr. of French or equiv.

371. *The Modern Novel to 1930*. I. 3 hr. PR: B.A. in French or consent.

372. *The Novel After 1930*. II. 3 hr. PR: B.A. in French or consent.

374. *French Women Writers*. 3 hr. PR: B.A. in French or consent. Selected works of French women writers.

381. *Medieval French Literature*. II. 3 hr. PR: LING 342 or consent.

391. *Advanced Topics*. I, II. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

392. *Seminar*. 1-6 hr.* PR: Consent. Special topics.

397. *Master's Degree Research or Thesis*. I, II. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

German (GER)

243. *Medieval German Literature*. I. 3 hr. PR: 18 hr. of German or consent.

245. *Classicism and Romanticism*. I. 3 hr. PR: 18 hr. of German or consent. Critical study of German literature from 1750 to 1830.

246. *The Liberal Age*. II. 3 hr. PR: 18 hr. of German or consent. Critical study of German literature from 1830 to 1880.

247. *The Age of Crisis*. I. 3 hr. PR: 18 hr. of German or consent. A critical study of German literature from 1880 to present.

292. *Pro-Seminar*. 1-6 hr.* PR: Consent. Special topics.

301. *Independent Reading*. PR: Consent. I. 3 hr. Supervised reading for students who wish to do intensive work.

302. *Independent Reading*. II. 3 hr. PR: GER 301. Continuation of GER 301.

305. *Fundamentals for Reading German*. I. 3 hr. PR: Graduate or upper-division standing. (GER 305-306 is intended for graduate students from other departments to teach them to read general and technical German.)

306. *Reading German*. II. 3 hr. PR: 12 hr. of German or equiv. or GER 305. (Graduate students may meet a doctoral foreign language requirement by achieving a grade of B or better in this course.)

376. *The Modern Novel*. I, II. 3 hr. PR: 24 hr. of German or consent. A study of representative modern novels from 1900 to 1945.

391. *Advanced Topics*. I, II. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

392. *Seminar*. 1-6 hr.* PR: Graduate standing or consent. Special topics.

397. *Master's Degree Research or Thesis*. I, II. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

Language Teaching Methods (LANG)

221. *The Teaching of Foreign Languages*. I. 3 hr. PR: Consent. Required of all students who are prospective foreign language teachers on the secondary level.

292. *Pro-Seminar*. I, II, S. 1-6 hr.* PR: Consent. Special topics.

321. *ESL Methods*. I, II, S. 3 hr. Theory and practice of teaching English as a second language; techniques and approaches for teaching speaking, listening, reading, and writing skills.

391. *Advanced Topics*. I, II. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

392. *Seminar*. I, II, S. 1-6 hr.* PR: Consent. Special topics.

397. *Master's Degree Research or Thesis*. I, II. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

421. *Teaching Foreign Language in College*. I, II. 1-6 hr.* Methods and techniques of teaching a foreign language at the college level.

490. *Teaching Practicum*. I, II, S. 1-3 hr.

499. *Graduate Colloquium*. I, II, S. 1-6 hr.* Required each semester of all graduate assistants in the Department of Foreign Languages.

Linguistics (LING)

202. *Phonology*. I. 3 hr. PR: LING 1, 111 or consent. Description of sounds and sound systems in language. Articulatory phonetics. Structural and generative approaches to phonetics.

217. *Structure of Spanish*. I. 3 hr. PR: 18 hr. of Spanish and LING 111 or consent. Description of the phonological or grammatical systems of Spanish, with emphasis on contrastive analysis (Spanish/English) and applied linguistics.

247. *Structure of Modern French*. I. 3 hr. PR: 18 hr. of French and LING 111 or consent. Study of phonology, morphology, and syntax of modern French together with a contrastive analysis of French and English.

257. *Structure of German*. II. 3 hr. PR: 18 hr. of German and LING 111 or consent. Phonological, morphological, and syntactical structure of contemporary German language.

267. *Structure of Russian*. II. 3 hr. PR: 18 hr. of Russian and LING 111 or consent. Phonological, morphological, and syntactical structure of contemporary Russian.

283. *Transformational Grammar*. S. 3 hr. PR: LING 111 and consent. Emphasis on generative syntax in English, German, Romance, and Slavic languages.

284. *History of Linguistics*. I. 3 hr. PR: LING 111 or consent. Development of linguistics from Greeks and Romans to contemporary researchers with concentration on major linguists and schools of the nineteenth and twentieth centuries.

288. *Sociolinguistics*. I. (Alternate Years.) 3 hr. PR: LING 1 or 111 or consent. Linguistic study of geographical and social variation in languages; effects of regional background, social class, ethnic group, sex, and setting; outcomes of conflict between dialect and between languages.

292. *Pro-Seminar*. 1-6 hr.* PR: Consent. Special topics.

311. *History of the Spanish Language*. II. (Alternate Years.) 3 hr. PR: 18 hr. of Spanish and LING 111 or consent. Evolution of Castilian from Vulgar Latin to its modern standard form through a study of historical phonology, morphology, and syntax, together with the external factors which influenced the development of the language.

313. *Old Spanish*. II. 3 hr. PR: Consent.

331. *Applied Linguistics*. 3 hr. PR: LING 111 or equivalent and prior study of a second language or consent. Study of the use of linguistic analysis in improving how pronunciation, grammar, and vocabulary are presented in foreign language courses.

341. *History of the French Language*. II. (Alternate Years.) 3 hr. PR: 18 hr. of French and LING 111 or consent. Evolution of French from Vulgar Latin into the Modern French standard through a study of historical phonology, morphology, and syntax, together with the external factors which influenced the development of the language.

343. *Old French*. I. 3 hr. PR: Consent. Study of the oldest monuments of the French language including the *Chanson de Roland* and *Aucassin et Nicolette* in an effort to trace the evolution of Francien, Anglo-Norman, and Picard and Vulgar Latin.

351. *History of the German Language*. II. (Alternate Years.) 3 hr. PR: 18 hr. of German and LING 111 or consent. Historical development of standard German with emphasis on its relationship to the other German languages and dialects.

353. *Middle High German 1*. I. 3 hr. PR: 18 hr. of German and LING 111 or consent. Study of the linguistic developments of Middle High German from the eleventh to the fifteenth centuries with illustrative readings from the *Nibelungenlied*.

361. *History of the Russian Language*. II. (Alternate Years.) 3 hr. PR: 18 hr. of Russian and LING 111 or consent. Development of Russian from Indo-European to the present.

363. *Language Change and Reconstruction*. 3 hr. PR: LING 111 or equivalent. Exploration of the mechanisms of language change, theories of diachronic linguistics, and techniques for reconstructing unattested languages; concentration on the Indo-European family and its history.

383. *Advanced Transformational Syntax*. I. 3 hr. PR: LING 283 or consent. Examination and discussion of theoretical issues in generative-transformational syntax. Focus on specific proposals advanced within the framework of Government-Binding Theory.

387. *Psycholinguistics*. I. 3 hr. PR: LING 111 or consent. Provides an insight into the many areas of psycholinguistics study, including language acquisition, sentence processing, animal communication, dichotic listening, aphasia, and semantics.

391. *Advanced Topics*.. I, II. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

392. *Seminar*. 1-6 hr.* PR: Consent. Special topics.

397. *Master's Degree Research or Thesis*. I, II. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

Russian (RUSS)

292. *Pro-Seminar*. 1-6 hr.* PR: 18 hr. of Russian or equiv.

Spanish (SPAN)

221. *Golden Age Literature*. II. 3 hr. PR: 24 hr. of Spanish or consent. Consideration of Spanish literature of the Renaissance and the Counter Reformation with readings in the novel, the *comedia*, and lyric poetry.

223. *Estudios De Estilo*. I. 3 hr. PR: 18 hr. of Spanish or equiv.

224. *Introduccion a la Literatura*. II. (Alternate Years.) 3 hr. A study of basic genres, themes, and techniques. Intensive reading of selected texts from various periods. Emphasis on Peninsular and/or Spanish American literature.

292. *Pro-Seminar*. 1-6 hr.* PR: Consent. Special topics.

315. *Lyric Poetry*. I. 3 hr. PR: 24 hr. of Spanish or equiv.

324. *Explicacion De Textos*. II. (Alternate years.) 3 hr. PR: 24 hr. of Spanish or equiv.

325. *The Picaresque Novel*. I. 3 hr. PR: 24 hr. of Spanish or equiv.

326. *Cervantes*. II. 3 hr. PR: 24 hr. of Spanish or consent.

391. *Advanced Topics*. I, II. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled classes.

392. *Seminar*. 1-6 hr.* PR: Consent. Special topics.

395. *Sixteenth Century Literature*. I. 3 hr. PR: B.A. in Spanish or consent.

397. *Master's Degree Research or Thesis*. I, II. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

Geography

Trevor Harris, Assistant Chairperson of the Department of Geology and Geography

425 White Hall, P.O. Box 6300

**Degrees Offered: Master of Arts, Doctor of Philosophy
with a major in Geography**

Areas of Emphasis The graduate program in geography at West Virginia University provides students with the opportunity to study for a master of arts or a doctor of philosophy degree with an area of emphasis in one of the following fields:

- Regional development and planning
- Geographic information systems and remote sensing
- Environmental and resource geography

Research Students who are interested in pursuing research in an area other than these may do so provided the research area matches the interest of a faculty member in the department who agrees to supervise the student's program. Students who wish to focus their research on a particular region are encouraged to do so. The graduate program in geography at WVU has strong links with the University's Regional Research Institute, the geology program, the Water Research Institute, the international studies program, the West Virginia Geological and Economic Survey, and the Center for Women's Studies.

M.A. applicants should submit GRE scores, a personal two-page statement defining the applicant's interest in geography and career intentions, and two letters of recommendation from people who are familiar with the student's undergraduate training. Ph.D. applicants should send three letters of recommendation, GRE scores, and a personal, two-page statement defining the applicant's interest in geography and career intentions. This material should be forwarded directly to the coordinator of the geography graduate program at the departmental address.

GRE
Application
Materials

Prospective students must have an overall undergraduate GPA of 2.75 and a 3.0 GPA for undergraduate geography courses. Students with degrees in other disciplines are encouraged to apply although they may be asked to make up deficiencies in geography during the first year in the program.

GPA

Each incoming student is interviewed prior to the first semester to ascertain the student's interests and to assess whether the student has academic deficiencies that require rectification before continuation. All students are initially supervised by the coordinator of the graduate program until the student develops a more clearly defined research interest. During the early part of the second semester of residence, a first year progress interview will be held with Department of Geography Graduate Studies Committee. The purpose of the meeting is to discuss student progress in the program and to facilitate the process of choosing an M.A. thesis advisor and committee. Two of the three committee members (including the advisor) must be geography faculty members at WVU. Students may change advisor or committee members after consultation with the advisor and the Department of Geography Graduate Studies Committee. In cases where a student is performing significantly below expectations, the progress interview may result in non-continuance in the program.

Interview

**Advisor/
Committee**

A student will be awarded the master of arts degree after completing a minimum of 30 hours of graduate credit, including one required course in the student's area of specialization and one required course in the philosophy, theory, and practice of geography (GEOG 301). The student will also select four elective courses, three of which must be in geography, that provide training in the student's area of specialization. The student must also complete Geography 300 *Colloquium* for each semester of residence.

**Course
Work**

The thesis and thesis defense will represent the outcome of independent research undertaken by the student. The thesis must reflect the student's knowledge of the literature pertaining to the subject matter of the thesis and be regarded by the student's program committee as a contribution to the discipline of geography. The student's committee will determine the proposal's acceptability. If it is deemed unacceptable, a further presentation may be required. The proposal must be typed and copied to the committee at least two weeks prior to the presentation. A full proposal of the thesis research will be presented to the faculty in an oral presentation at the end of the second semester or beginning of the third semester. The defense of the thesis will take place when the student and his/her committee agree that a defensible copy of the thesis is complete. It is expected that full-time students shall not need more than two years to satisfy all program requirements. The thesis examination is graded on a pass/provisional pass/fail basis by a majority vote of the committee. A student who fails may submit another thesis or a revised version upon the approval of the student's committee. No student may be re-examined more than once. A student who is given a provisional pass will generally be required to make minor revisions or corrections to the thesis.

Thesis

Proposal

Time

**Ph.D.
Entrance
Requirements**

Prospective Ph.D. students must have a master's degree. Students with degrees in other disciplines are encouraged to apply, but they may be asked to make up deficiencies in geography during their first year in the program. Incoming geography students may also be asked to make up deficiencies if any are found during the student's entry interview with faculty. This interview is immediately prior to the first semester of the program.

**Degree
Requirements**

Students are expected to be well grounded in one of the program's areas of emphasis, and also in the history and philosophy of geography. Students will be awarded a Ph.D. after obtaining 54 hours of graduate credit, completing certain required courses, passing comprehensive examinations, and writing a dissertation. These steps are discussed in more detail below.

Coursework

The course *Theory and Philosophy of Geography* (GEOG 301) is required, as well as five general electives and one method elective. An additional 15 hours of other courses, which may include seminars and directed study courses, must also be completed. A limited number of the required courses may be waived if the student has already completed an equivalent course and can demonstrate proficiency with the material.

**Comprehensive
Examinations
and
Dissertation**

Oral and written comprehensive examinations which cover the student's knowledge of his/her area of major specialization, a minor area of specialization, and of the history and philosophy of geography, will form the second part of the doctoral program requirements. Upon successful completion of the comprehensive examination the student will be expected to defend a dissertation research proposal. The award of the Ph.D. is granted upon the successful defense of the dissertation itself.

**Graduate
Assistants**

The geography graduate program has available several teaching and research assistantships each year, which are allocated to qualified students on a competitive basis. These awards include a full tuition waiver. Additionally, meritorious tuition waivers are offered on a competitive basis to outstanding students who do not receive assistantships. Teaching assistantships are awarded annually and for no more than four semesters for M.A. students and six semesters for Ph.D. students. Assistantships are re-confirmed each year based on performance in the previous year with respect to both assistantship duties and academic progress. Requests for teaching assistantships and tuition waivers should be sent directly to the coordinator of graduate studies in geography. The deadline for receipt of the latter application is March 1.

Research

Research assistantships must be applied for through the faculty member whose research is providing the funding. The geography faculty are engaged in numerous funded research projects, many of which provide graduate students with opportunities for obtaining research skills and experience as well as employment and tuition aid. Furthermore, the professional contacts made in the course of faculty research frequently provide graduate students with opportunities for career development. General information regarding the availability of research assistantships may be obtained from the coordinator of graduate studies. For further information on deadlines, requirements for waivers, the dollar value of assistantships and tuition waivers, please contact the geography graduate program coordinator.

**Computing
Facilities**

The geography program's computing facilities are based on a stand-alone DEC local area network within the department. The LAN supports teaching and research in GIS, remote sensing, and spatial statistics. Currently, the system is centered on three DEC multi-user machines comprising the VAX 4000, VAX 3900, and VAX 3500. Twelve workstations are clustered via Ethernet. The teaching laboratory is based upon INTEL 386 and 486 PCs networked via Ethernet to the cluster and supporting graphic terminal emulation. The system has in excess of nine gigabytes of on-line storage and magnetic tape drives. It supports Tektronix graphic workstations, multiple terminals, four digitizers,

a color scanner, and high-quality plotters for graphic output. The plotters include a 36" color electrostatic plotter. Major hardware upgrades are scheduled.

The computer equipment is housed in recently renovated computer laboratories within the department. The labs represent state-of-the-art computing facilities funded by the NSF and WVU. The laboratory provides hands-on capability for research and teaching as well as computer-based lecture facilities and is among the most sophisticated facilities in the country.

Hardware

The laboratory operates ESRI's ARC-INFO in both multi-user and workstation environments. TYDAC SPANS raster GIS operating under OS/2 is supported on the personal computers. ERDAS image-processing/GIS and GRASS are installed on the workstations. The laboratory has SAS, SAS-Graph, Surface III, Oracle, and extensive database, graphics, spreadsheet, and statistical packages. Dynamic Graphics 3D EMOD software is currently being installed on a dedicated workstation for GIS applications. The computer system is linked to WVNET's mainframe IBM and VAX installations for access to all major software and to the BITNET and INTERNET electronic networks.

Software

Geography (GEOG)

200. *Geography Data Analysis*. I. 3 hr. Quantitative techniques for collection, classification, and spatial analysis of geographical data with emphasis on map analysis and application of spatial analysis.

201. *Geography of West Virginia and Appalachia*. II. 3 hr. PR: GEOG 8. Analysis of changing patterns of human use of the physical environment in West Virginia and Appalachia.

202. *Political Geography*. II. 3 hr. Examines the interrelationship between politics and the environment, human territoriality, the political organization of space, geopolitical aspects of the nation-state and international problems.

205. *Environmentalism in the United States*. II. 3 hr. Surveys natural resource exploitation and environmental alteration in the United States from the beginning of European settlement, with consideration of changing natural resources, conservation, and environmental perceptions and policies.

209. *Industrial Geography*. 3 hr. PR: GEOG 109 or consent. Introduction to theories and concepts of industrial geography; emphasis on the interdependence of the world economy and spatial patterns of industrial restructuring; case studies from various industrial sectors and regions.

210. *Global Issues: Inequality and Interdependence*. II. (Alternate Years.) 3 hr. PR: GEOG 1 or 2 or 8. Themes of spatial equity and justice in an increasingly interdependent world system. Contemporary issues concerning location, place, movement, and region.

211. *Regional Development*. 3 hr. PR: GEOG 109 or consent. An investigation into uneven regional development in developed and underdeveloped regions; regional development theory and policy in the United States. 3 hr. lec.

212. *Geography of Gender*. I. 3 hr. PR: GEOG 8 or consent. The significance of gender in understanding spatial patterns and processes. Women's roles in the household and workplace are explored in several geographic areas. Examines patriarchy and the gender division of labor.

215. *Environmental Systems Geography*. II. 3 hr. GEOG 7, equivalent, or consent. A geographic analysis of the earth system emphasizing the interdependence and feedback mechanisms of the hydrologic cycle, ecosystems and climate.

219. *Problems in Geography*. I, II. 1-9 hr. PR: Consent. Independent study or special topics.

220. *Seminar in Geography*. I, II. 1-9 hr. per sem.; max. 15 hr. PR: Consent. Includes separate seminars in urban, economic, physical, behavioral, social, Appalachian, transportation, census, planning, resource, international studies, geographic model building, rural problems, cartography, aging and environment, and energy.

221. *Geomorphology*. II. 3 hr. PR: GEOL 1 or 5. (Optional field trip at student's expense.) An examination of the physical processes which shape the surface of the earth, with emphasis on fluvial processes and environmental geomorphology. (Also listed as GEOL 221.)

225. *Urban and Regional Planning*. II. 3 hr. PR: GEOG 110 or POLS 121 or consent. Explores concepts, techniques, and processes of physical and socio-economic planning and their application to urban and regional problems.

230. *Rural Land Use*. I. 3 hr. PR: GEOG 8. Analysis of the geographic distribution of various land uses in rural areas.

235. *Place and Behavior*. (Alternate Years.) 3 hr. PR: GEOG 8. Changing experience of geographical space over the life cycle as reflected in activity patterns, territoriality, and environmental images; traces environmental design of schools, nursing homes, parks, and shopping malls.

251. *Geographic Informational Systems Technical Issues*. (Alternate Years.) 3 hr. PR: GEOG 151 and GEOG 200. Operational and management issues in planning management analysis, locational decision making and design and implementation of GIS. Lab project emphasizes student's specialization. (2 hr. lec., 1 hr. lab.)

252. *Geographical Informational Systems Applications*. (Alternate Years.) 3 hr. PR: GEOG 151 and GEOG 200. Operational and management issues in planning management analysis, locational decision making and design and implementation of GIS. Lab project emphasizes student's specialization. (2 hr. lec., 1 hr. lab.)

255. *Introduction to Remote Sensing*. I. 3 hr. PR: Theory, technology and applications of photointerpretation and digital image analysis of aerial photography and multispectral images. (2 hr lec., 1 hr lab)

261. *Cartography*. I, II. 3 hr. An introduction to mapping, including historical developments, coordinate systems, projections, generalization, symbolization, map design, computer-assisted cartography, landform representation, and data manipulation for dot, graduate symbol, choropleth, and isarithmic maps.

262. *Cartographic Techniques*. II. 3 hr. PR: GEOG 261 or consent. Advanced map construction including positive and negative artwork, darkroom techniques, color and color proofing, and map reproduction.

266. *Field Camp*. 3-6 hr. Observations, data gathering, and other techniques for understanding physical environment, human geography, and culture; off-campus field experience. (3 hr. lec., 3 hr. field camp)

285. *Methods of Geographic Research*. II. (Alternate Years.) 3 hr. PR: Consent. Geographic analysis as problem-solving activity. Practical experience in field techniques, library research, hypothesis formation and testing, and report preparation and presentation. Students will acquire skills in literary and numerical approaches to geographic data analysis.

290. *Geographical Perspectives on Energy*. II. 3 hr. PR: Consent. A survey of the distribution of finite, renewable, and continuous energy resources and an investigation of the geographical patterns of energy consumption and energy flows. The policy implications of an unequal distribution of energy are evaluated.

295. *Internship*. I, II, S. 1-12 hr. PR: Junior standing and consent. A working internship with an agency or company designed to give the student experience in the practical application of geographic training to specific problems.

299. *Honors Thesis*. I, II, S. 3-6 hr. PR: Departmental consent. Thesis proposal, writing, and defense for students admitted to the Honors Program.

300. *Geography Research Colloquium*. I, II. 1 hr. PR: Consent. Lectures and presentations on recent and current research by resident and visiting scholars.

301. *Theory and Philosophy of Geography*. 3 hr. PR: GEOG 285 or consent. Development and significance of concepts and theories in geographical traditions; introduction to current research interests and specialties of the program.

302. *Geographic Research-Design*. II. 3 hr. PR: GEOG 200 and GEOG 301. Choosing, preparing, and developing research problems of geographic interest. Emphasizes proposal writing and research design alternatives.

309. *Advanced Industrial Geography*. 3hr. PR: GEOG 209 or consent. Examination of the theoretical perspectives and applied research in industrial geography; focus on international industry and employment trends with case studies from developed and underdeveloped countries.

310. *U.S. Regions in World-Economy*. II. (Alternate Years.) 3 hr. PR: GEOG 8 and 109, or consent. An examination of the growth and decline of regions in the United States, with particular emphasis on the regional impact of the United States' changing involvement in the world economy.

311. *Advanced Regional Development*. 3 hr. PR: GEOG 211 or consent. Review of geographic theories in developed countries; comparison of development policies in capitalist and socialist countries. 3 hr. lec.

315. *Underdeveloped Regions*. II. (Alternate Years.) 3 hr. PR: GEOG 8 and 109, or consent. Underdevelopment of various regions throughout the world, including a critical assessment of recent national and international development policies.

320. *Advanced Resource Geography*. I, II. 3 hr. PR: Consent. Survey of current theories and advanced concepts as presented in the literature of natural resource geography.

321. *Advanced Fluvial Geomorphology*. I. 4 hr. PR: GEOL 221 or GEOG 221 or consent. Analysis of stream processes, landforms, deposits, including paleohydrology and Appalachian surficial geology. (Fall semester of odd numbered years; required weekend field trips at student's expense; also listed as GEOL 221.)

322. *Surficial and Glacial Geology*. I. 4 hr. PR: GEOL 221 or GEOG 221 or consent. Analysis of late Cenozoic landscapes, especially those caused by glaciers or other-wise influenced by global climate change. (Fall semester of even-numbered years; required weekend field trips at student's expense; also listed as GEOL 322.

325. *Advanced Urban and Regional Planning*. I. 3 hr. PR: Consent. Advanced planning and planning theory; development; ethics in urban and regional planning.

329. *Problems in Geomorphology*. I, II. 1-4 hr. (Also listed as GEOL 329.)

355. *Advanced Remote Sensing*. II. 3 hr. PR: GEOG 255 or consent. Collection, processing and classification of remotely sensed data, including optical, thermal, radar, and topographic information. (2 hr. lec., 1 hr. lab).

399. *Advanced Research Methods*. 3 hr. PR: STAT 311, GEOG 200 or consent. Brief review and introduction to multivariate quantitative techniques as applied to geology and geography. (Also listed as GEOL 399.)

489. *Geography Graduate Student Internship*. I, II, S. 1-6 hr. PR: Consent. Internship in the private or public sector designed for practical application of geographic training.

491. *Advanced Study in Geography*. I, II, S. 1-6 hr. Investigation of topics not covered in regularly scheduled courses. Study may be independent or through scheduled meetings.

496. *Graduate Seminar in Geography*. I, II, S. 1-6 hr. Research seminars in energy studies, regional science, regional development and planning, water resource and environmental management, geomorphology, area studies, advanced geostatistics, and computer analysis.

497. *Research in Geography*. I, II, S. 1-6 hr.

Geology

Alan C. Donaldson, Chairperson of the Department
425 White Hall

Degrees Offered: Master of Science, Doctor of Philosophy

The graduate program in geology at WVU provides study opportunities in the following areas:

- Hydrogeology and Environmental Geology, with strengths in flow and contaminant-transport modeling, mine reclamation, floods and debris flows, specializations and land-fill siting and monitoring;
- Basin Analysis, with strengths in seismic modeling, basin structures, deposystem analysis, sequence stratigraphy, diagenesis, and plate tectonics; and
- Energy Geology, with strengths in the exploration and development of oil, gas, and coal.

Application

Applicants for graduate studies in geology must have as a minimum requirement a bachelor's degree and an overall grade-point average of at least

2.75. Acceptance by the Department of Geology and Geography is necessary before admission of any prospective student to the program. All candidates for a graduate degree in geology must submit scores in the general aptitude test of the Graduate Record Examination.

GRE

Before being admitted to programs leading to the M.S. or the Ph.D., a student must pass an entrance examination covering physical, historical and structural geology, sedimentation-stratigraphy and mineralogy. The examination is given from 7:00-9:30 p.m. on the second day of classes each semester.

Entrance Examination

Students seeking admission to the master's program or the Ph.D. program must complete the equivalents of all allied science and mathematics courses required for the B.S. in geology at WVU, plus the following geology courses: Geology 1, 2, 3, 4, 152, 184, 185, 261, and 266. Similar courses from other universities or relevant experiences may be substituted if approved by the departmental academic standards committee. In some cases a requirement may be waived by the committee if the student can pass the entrance examination for that subject area.

Prerequisites

A minimum grade-point average of 3.0 must be maintained in required formal courses in geology and cognate fields for the master's degree and 3.3 for the Ph.D. Credit will not be allowed for courses in which grades below "B" are attained, but these courses will be included in the grade-point average. Loads of 9-12 hours are required and no withdrawals are permitted after the first two weeks of a semester. A student who fails to maintain the required average at the completion of any semester during the graduate program will be allowed one academic year (two semesters) to attain the required average. Failure to attain this average by the end of the probationary period will permanently eliminate the student as a candidate for a graduate degree in this department.

GPA

Students are required to take certain courses specified by their advisory committee. Students in option one must take at least one course in each of three different areas in geology. Students in option two must take at least five courses from a minimum of three different topic areas. The five topic areas, with the relevant courses, are as follows:

Master of Science

- Stratigraphy/Sedimentation/Paleontology. GEOL 332, 341, 346;
- Structure/Tectonics. GEO 251, 351, 357;
- Petrology. GEOL 287, 385, 394;
- Geophysics/Quantitative Methods/GIS/Remote Sensing. GEOL 252, 352, 353, 399, and GEOG 251 and 252;
- Hydrogeology/Geomorphology. GEOL 321, 322, 363, 364, 365, 395.

Topic Areas

Approved graduate courses in biology, chemistry, physics, computer science, mathematics, engineering, soil sciences, or law may be taken as outside courses by geology graduate students. Students are free to take as many courses as they choose outside the department as long as they satisfy the emphasis areas requirements.

No later than the beginning of the second semester in residence, the prospective candidate must choose one of the options leading to the master of science (M.S.) degree in geology.

This has been the "traditional" option for the master of science in geology. Students considering continued studies (doctor of philosophy) should choose this option. A minimum of 24 formal course hours with grades of A or B and six research hours are required for graduation. A thesis based on original research also is required. With consent of the candidate's advisory committee, the field work need not be done while in residence at WVU.

Option One Research

Required to graduate: 30 hours, including certain required courses specified by the adviser.

**Option Two
Professional
Studies**

This option is designed specifically for students seeking experience in preparing and presenting professional problems. Students choosing this option would be seeking employment in technical fields rather than continuing studies for a higher degree. A minimum of 34 formal-course hours with grades of A or B and 8 problems hours (GEOL 492) are required for graduation. The problems hours are in lieu of a thesis and are designed to simulate the work of professional geologists as they seek solutions to open-ended problems. Experience in presentation of problems and solutions is an integral part of the program. Problems credits may be earned in conjunction with off-campus experiences by consent of the candidate's advisory committee.

Required to graduate: 42 hours, including certain required courses specified by the adviser.

Ph.D.

The candidate for the doctor of philosophy (Ph.D.) must complete a program of courses outlined by the candidate's doctoral committee. Reading competence in a foreign language is required. Written and oral comprehensive examinations must be successfully completed. Work on original research is to be presented in a dissertation and defended in an oral examination. Graduate seminar is required.

NRCCE

The National Research Center for Coal and Energy is located on the WVU campus. Research funding for graduate students is obtained by graduate faculty through the NRCCE's National Mine Land Reclamation Center and Water Research Institute. Close cooperation between the West Virginia Geological and Economic Survey, located on Cheat Lake near Morgantown,, and the Department of Geology and Geography makes a large amount of material available for laboratory investigation, including the fossil collections of the department and the survey. A large number of samples of drill cuttings from deep wells in West Virginia and adjoining states are housed in the survey. Complete analytical geochemical equipment is available through a University analytical laboratory available to the department. The department also has a number of cooperative projects with the Morgantown Energy Technology Center of the U.S. Department of Energy. Morgantown is conveniently situated for detailed studies of Mississippian, Pennsylvanian, and Permian formations. Mineral products of the region near Morgantown include coal, petroleum, natural gas, and limestone. The occurrence and utilization of these materials can be studied by graduate students interested in economic geology.

WVGES

**METC
DOE**

Equipment

**Summer
Field Camp**

Department geophysical equipment includes a Geometrics magnetometer, a Worden gravimeter, an engineering seismograph, and a three-component short period seismograph. A permanent summer field camp (Camp Wood) is located in the folded Appalachians at Alvon (Greenbrier County), West Virginia, although its basic field course also includes mapping of metamorphic and igneous rocks along the Maine sea coast.

The geology program includes an annual trip to the Florida Keys and glacial geology studies in Maine. Additional oceanography courses and research are available at the Marine Science Consortium at Wallops Island, Virginia, with which WVU is affiliated.

**Computer
Facility**

The department computer facility operates in a heterogeneous LAN environment with WAN access to outside networks. The facility houses an HP 9000/720. VAX 4000/2000, 3900 3500 with Sky Warrior array processor,

3100s, 2000s, all of which are equipped with color graphics displays. We also operate a VAX 11/750, Tektronix 6130, and many PCs, running UNIX, VAX/VMS, DOS, MAC/OS, and other operating systems with compilers such as MACRO, FORTRAN, PASCAL, COBOL, BASIC, C, and C++.

Seismic modeling software includes GeoQuest International Incorporated's interactive AIMS III (advanced interpretive modeling system), and Oklahoma Seismic Corporation's MIRA interactive seismic modeling software are available. A wide range of geophysical data processing, modeling and plotting software has been developed by those working on projects in the lab. The Kansas Geological Survey's SURFACEII well log data contouring and statistical analysis package is also available for use on VAX workstations along with Scientific Computer Application's Inc.'s MCS mapping and contouring system which operates on a PC. We also have a graphically-indexed, interactive oil and gas database management system, which was developed locally and interfaces with SURFACE II to facilitate editing, updating, sorting, and plotting selected data. Software has also been developed to do well log digitizing and well log data management to facilitate stratigraphic analysis. Additional software include: VAX/VMS Fortran 77, SAS statistical package, NTSYS numerical taxonomy system, DECnet networking, JCDPS Powder diffraction search/match, INFORMAP CAD/AM/FM, EMIS GIS, and IEMIS GIS. Departmental word processing is available for graduate students. ARC-INFO geographic information system operates in a multi-user within the department. MODFLOW is available for studies of groundwater flow and contaminant transport.

**Seismic
Modeling,
GIS, and
Remote
Sensing
Software**

Geology (GEOL)

201. *Physical Geology for Teachers*. I, II. 3 hr. (Credit cannot be obtained for both GEOL 201 and GEOL 1.) PR: High school teaching certificate and consent. Composition and structure of earth and the geologic processes which shape its surface.

221. *Geomorphology*. II. 3 hr. PR: GEOL 1. (Optional field trip at student's expense.) An examination of the physical processes which shape the surface of the earth, with emphasis on fluvial processes and environmental geomorphology. (Also listed as GEOG 221.) (Offered in spring of odd years.)

222. *Glacial Geology*. I. 3 hr. PR: GEOL 1. (Optional field trip(s) at student's expense.) Introduction to glaciology and glacial geology, with emphasis on topographic form and the nature of glacial deposits. The Quaternary history of North America is stressed.

228. *Photogeology*. II. 3 hr. PR: GEOL 127, 152, or consent. Instruction in basic and advanced techniques of air-photo interpretation.

231. *Invertebrate Paleontology*. I. 4 hr. PR: GEOL 3, 4, STAT 101, or consent. (Weekend field trip required at student's expense.) Invertebrate fossils: biologic classification, evolutionary development, ecology, and use in correlation of strata.

235. *Introductory Paleobotany*. I. 4 hr. PR: GEOL 3. (Required Saturday field trips at student's expense.) Resume of development of principal plant groups through the ages, present distribution, mode of occurrence and index species, methods of collection.

251. *Advanced Topics in Structural Geology*. II. 4 hr. PR: GEOL 152 and 261 or consent; MATH 15; undergraduates need consent. (Two two-day field trips required. Basic field equipment and field trip at student's expense.) Studies into the development of structures emphasizing both theoretical and experimental approaches. (Offered in spring of odd years.)

252. *Shallow Subsurface Geophysical Exploration*. I. 3 hr. PR: PHYS 2, and either MATH 16 or GEOL 161. Basic theory, computer modeling, and use of gravitational, magnetic, resistivity, and electromagnetic methods in the evaluation of shallow targets of interest to environmental, hydrological, and hazardous waste site investigations.

261. *Stratigraphy and Sedimentation*. II. 3 hr. PR: GEOL 3, 4, 152, 185, or consent. (Two-day field trip required. Basic field equipment and field trips at student's expense.) Study of sediments and sedimentary rocks. Field techniques stressed as data gathered and interpreted from rocks of Pennsylvanian age in the Morgantown vicinity.

263. *Introduction to Groundwater Hydrology*. I. 3 hr. PR: GEOL 1 or consent. Principles of ground-water hydrology, emphasizing the occurrence, movement, development, and environmental problems of groundwater; geological setting, flow nets, and contamination sources of groundwater.

266. *Appalachian Geology Field Camp*. S. 6 hr. PR: GEOL 152, 185, 261, and consent. (Living expense in addition to tuition must be paid at time of registration.) Practical experience in detailed geological field procedures and mapping.

270. *Mineral Resources*. II. 3 hr. PR: GEOL 1, 184. Description, mode of occurrence, and principles governing the formation of ore deposits.

272. *Petroleum Geology*. II. 3 hr. PR: GEOL 152. Origin, geologic distribution, methods of exploration and exploitation, uses and future reserves of petroleum and natural gas in the world. (Offered in spring of odd years.)

273. *Petroleum Geology Laboratory*. II. 1 hr. PR or Conc.: GEOL 151 or 152. Well sample description, correlation, and interpretation. Construction and interpretation of subsurface maps used in exploration for hydrocarbons. (Offered in spring of odd years.)

274. *Coal Geology*. I. 3 hr. PR: GEOL 152 or consent. Introduction to the origin, composition, geologic distribution, and exploration of coals.

287. *Igneous and Metamorphic Petrology*. 4 hr. PR: GEOL 185, and 385 or consent. Review of current theories for generation and evolution of magmas, and techniques of determining metamorphic conditions from mineral assemblage. Study of igneous and metamorphic rocks in thin section. Weekend field trip at student's expense. 3 hr. lec., 1 hr. lab.

290. *Geologic Problems*. I, II, S. 1-6 hr. (12 hr. max.). PR: Consent. (Also includes field trips such as Florida Bay carbonate trip.) Special problems for senior and graduate students.

294. *Introduction to Geochemistry*. II. 4 hr. PR: CHEM 16. Basic review of physical and aqueous chemistry, discussion of the basic geochemical processes; calcium carbonate chemistry, diagenetic processes, weathering, the silicate and iron systems.

315. *Environmental Geoscience*. I. 3 hr. PR: GEOL 221 or concurrent registration or consent for nongeology majors. (Field trips and independent field project required.) Principles, practice, and case histories in application of earth science to environmental problems. Includes: water quality; landslides; subsidence; waste disposal; legal aspects, and geologic aspects of land-use planning.

329. *Problems in Geomorphology*. I, II. 1-4 hr. (Also listed as GEOG 329.)

332. *Paleoecology*. II. 3 hr. PR: GEOL 231 and 261 or consent. Methods of paleoecologic analysis in sedimentary geology. Topics include trace fossil analysis, shell biogeochemistry, community paleoecology, biofacies analysis of basins, and Precambrian paleoecology.

341. *Carbonate Sedimentology*. II. 4 hr. PR: GEOL 231, 261. Origin and distribution of modern marine carbonate sediments as models for interpretation of ancient limestone and dolomite facies complexes. Laboratory experience in thin section petrography of skeletal and nonskeletal carbonate grains, and rock compositions and fabrics.

346. *Advanced Sedimentation*. I. 4 hr. PR: GEOL 261 or consent. (Required field trips at student's expense.) Origin of sedimentary rocks; principles involved in interpretation of ancient geography, climates, animals, and plants. Emphasis on detrital sediments and rocks.

351. *Tectonics*. II. 3 hr. PR: GEOL 152 and 261 or consent; MATH 15; undergraduates need consent. Theories of large-scale deformational processes operating within the earth's crust and mantle emphasizing regional structural geology outside the Appalachians. (Offered in spring of even years.)

352. *Exploration Geophysics 1*. I. 4 hr. PR: MATH 15, GEOL 152, 261, or equiv. Studies in applied geophysics with particular emphasis on techniques in reflection and refraction seismology, and gravity, and their application to energy resource exploration. (3 hr. lec., 1 hr. lab.)

353. *Exploration Geophysics 2*. II. 4 hr. PR: MATH 15, GEOL 152, 261 or equiv. Geologic interpretation of geophysical data with emphasis placed on structural and stratigraphic interpretation of seismic records in explorations for hydrocarbon deposits.

357. *Basin Structures*. I. 4 hr. PR: GEOL 152, 261, or equiv. The origin, development, and distribution of basins and the structure found within basins throughout the world are studied. The distribution of energy-related minerals related to basins and structural accumulations are emphasized.

364. *Advanced Groundwater Hydrology*. II. 3 hr. PR: GEOL 1, 2, 363 or consent. Review of groundwater exploration, flow, and quality in various geologic terrains. Groundwater pollution and other environmental effects are covered, along with well pumping tests and modeling of groundwater flow.

376. *Coal Petrology*. II. 3 hr. PR: GEOL 274 or consent. Microscopic examination and determination of optical properties of coals, environment of deposition, diagenesis, and metamorphism of coals; coal chemistry and petrography.

385. *Optical Mineralogy and Sedimentary Petrology*. I. 4 hr. PR: GEOL 185 and one year of physics. Principles and practice in use of the petrographic microscope in identification of minerals by the immersion method and thin section; emphasis on sedimentary petrology.

391. *Advanced Topics for M.S. Candidates*. Variable 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled classes.

394. *Physical Geochemistry*. I. 3 hr. PR: GEOL 1, 184, 185; CHEM 16. Phase diagrams, metamorphic facies, origin of the elements, chemical properties of ions, crystal chemistry of minerals, element distributions and geochemical cycles. (Offered in fall of even years.)

395. *Aqueous Geochemistry*. II. 3 hr. PR: GEOL 1, CHEM 16, or consent. Review of basic chemical principles as they apply to aqueous geologic environments. Properties of water and the types, sources, and controls of the common and environmentally significant chemical species dissolved in water.

397. *Master's Degree Research or Thesis*. Variable 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

399. *Quantitative Methods in Geo-Sciences*. II. 3 hr. PR: STAT 212 or 311, GEOG 200 or consent. Brief review and introduction to multivariate quantitative techniques as applied to geology and geography. (Also listed as GEOG 399.)

432. *Micropaleontology*. I. 4 hr. PR: GEOL 231. Identification of Foraminifera, Ostracoda, and conodonts; emphasis on classification, nomenclature, and use of paleontological literature. (Offered in fall of even years.)

491. *Advanced Topics*. I, II. 1-12 hr. Includes separate courses in karst, advanced hydrology, instrumentation, paleoecology, regional geology, paleobiogeography, advanced coal petrology, and advanced paleontology.

492. *Non-Thesis Research*. I, II, S. 1-12 hr. PR: Consent. Supervised non-thesis research for M.S. Options 2, 3, and 4. Report required by arranged deadline.

496. *Graduate Seminar*. I, II. 1-6 hr. PR: Consent. It is anticipated that each graduate student will present at least one seminar to the assembled faculty and graduate student body of his program.

497. *Research*. I, II. 1-15 hr.

498. Thesis for Ph.D. Candidates.

History

Ronald L. Lewis, Chairperson of the Department
202 Woodburn Hall

Degrees Offered: Master of Arts, Doctor of Philosophy

The Department of History offers graduate courses in the history of the United States, Appalachian/Regional, Europe, Africa, Asia, Latin America, and science and technology. Courses are designed to prepare students in historiography, research methods, and interpretation. Students can select concentrations leading to preparation for careers in teaching and scholarship and as specialists for various branches of government, business, and service. Students in the program are normally expected to pursue the degrees of master of arts, the master of arts option in public history, or the doctor of philosophy.

Students seeking admission to the M.A. program should have the equivalent of a bachelor's degree in history. Application requirements include transcripts (a minimum of a 3.0 average in history courses is expected), three letters of recommendation, statement of purpose, writing sample, and combined scores of 1500 on the Graduate Record Examination General Aptitude Test.

This program requires the completion of a minimum of 30 hours of course work with at least a 3.0 average and achievement of proficiency in one foreign language or a research skill relevant to the student's program. All 30 hours may be in history, or students may select up to six hours outside of the department. The history course work shall include a well-defined core area (selected from the fields listed for comprehensive examinations or approved by the graduate studies committee) of at least 12 hours, including one readings/research seminar sequence. In addition, students are expected to enroll continuously in HIST 499 *Department Colloquium*. Credit for this course does not count towards the degree. Students are also required to complete a master's thesis. A maximum of six hours of credit for HIST 497 *Research*, can be taken for writing the thesis and for fulfilling the 30-hour M.A. requirement. Candidates for the M.A. are required to pass a final oral examination on their core area of study and thesis.

The department also offers an M.A. with an emphasis in public history, intended to provide enhanced employment opportunities to graduate students interested in using their education in history in a profession other than teaching. Extensive resources of the state are used for interpretation and preservation. This is the only complete public history graduate curriculum in West Virginia.

Students apply for admission as they would for the regular M.A. program, and should indicate on their application that they are interested in public history. In addition, students should submit a two-page letter of application, which should indicate the student's background in history or public history and why the student wants to be admitted to the history program; this letter should be addressed to the director of graduate studies of the Department of History. Students may be admitted to graduate study who do not have an undergraduate major in history by making up deficiencies in their course work for undergraduate credit; these courses may be taken while the students are enrolled for graduate classes or students may be able to test out of some courses.

The public history emphasis consists of 15 hours of public history courses (introduction to public history, two of three methods courses in historical editing, archival management, historic site interpretation and preservation, and

Master
of Arts

Admission

Requirements

Core

Thesis

Public
History

Application

Courses

a six-hour supervised internship). Special topics courses are occasionally offered in historic preservation and may be taken in lieu of courses outside the Department of History. Students are required to take a 300-400 level readings/research seminar sequence in one subject area in the Department of History outside public history. Course descriptions, syllabi, policies and procedures, and a list of internship possibilities are available at the Department of History on request by contacting the coordinator of the public history option.

History of Science and Technology

The Department of History offers a special field in the history of science and technology as part of the regular M.A. and Ph.D. programs. This field is also suitable as an outside field for graduate students in engineering, the sciences, or education. Its purpose is to stimulate the development of a more comprehensive and integrated approach to liberal education and to encourage the wider use of the intellectual and technical resources of the University.

Plan of Study

Students are expected to take introductory colloquia in the history of science and technology and to draw up individualized plans of study designed to give them a deeper understanding of those subject areas in which they have a particular interest. The department has close ties to the Institute for the History of Technology and Industrial Archeology, and students in this field have the opportunity to learn the direct application of knowledge by working on projects undertaken by the Institute.

Admission

Requirements for admission are the same as those for other students in the department. However, interested students with backgrounds in the sciences or engineering rather than history are encouraged to contact the director of graduate studies for further information.

Doctor of Philosophy (Ph.D.)

Students seeking admission to the Ph.D. program should have the equivalent of a M.A. in history. Application requirements include a transcript (a minimum of a 3.0 average in graduate history courses is required), three letters of recommendation, and combined scores of 1500 on the Graduate Record Examination General Aptitude Test. Students should also include a statement of purpose and an example of their written work as a part of the application.

Requirements

Requirements for the Ph.D. degree in history include the general WVU requirements; achievement of proficiency in one foreign language or "research skill" with a second language or skill at the discretion of the department; completion of two readings/seminar sequences beyond those offered for the M.A.; continuous enrollment in HIST 499 *Department Colloquium*; passing the Ph.D. comprehensive examination of two parts (oral and written) administered by a committee of faculty members (normally at the end of a full-time student's second year of study); preparation of an acceptable dissertation based on original investigation, and successful defense of the dissertation in a final examination.

Program of Study

A candidate must offer a program of study in four fields, at least three of which must be in history; the other may be in a related field approved by the department. Doctoral students must maintain a 3.0 grade point average to remain in good standing. Fields available in the department include but are not limited to ancient-medieval, Europe: 1350-1815, Europe since 1789, United States to 1865, United States since 1865, Africa, Asia, Latin America, history of science, and Britain. At least one field must be in a geographic area outside the major field of concentration for dissertation work.

Dissertation

Dissertation work should normally be in United States history, modern Europe, (including Russia and eastern Europe), science and technology, Appalachian/regional, or modern Africa. Students working in these areas, either at the M.A. or Ph.D. level, have the opportunity to study with adjunct professors and faculty from other departments and universities.

History (HIST)

200. *Greece and Rome*. 3 hr. Covers the Minoan and Mycenaean civilizations, Archaic and Classical Greece, Alexander the Great and the Hellenistic Age, the Roman Republic, and Etruscan and Carthaginian states, and the rise of the Roman Empire.

201. *Social and Economic History of the Middle Ages, 300-1000*. 3 hr. (HIST 103 is recommended as preparation.) Topics include the social-economic crisis of the late Roman and German institutions, the Merovingian and Carolingian economics, Pierenne Thesis, and transition to feudal society.

204. *Ancient and Medieval Science*. I. 3 hr. Examination of scientific achievements from ancient myths to medieval philosophies of nature. Stresses the internal coherence of the approaches to nature taken by various cultures. No scientific background is assumed.

205. *The Renaissance*. 3 hr. The underlying political, economic, and social structure of fourteenth and fifteenth century Italy with concentration on the significant intellectual and cultural trends which characterized the age. Some consideration given to the problem of the impact of the early Reformation movement upon Renaissance culture.

206. *The Reformation*. 3 hr. Distinguishing theological characteristics of the major Reformation movements with concentration on the effect of religious-intellectual crisis on the political and social structure of the sixteenth century.

207. *Early European Science and Culture*. 3 hr. Examination of European intellectual history from the Renaissance to the early eighteenth century with particular attention being paid to contribution of Copernicus, Bacon, Descartes, Kepler, Galileo, and Newton.

208. *Science and Society, 1750-1914*. 3 hr. Historical examination of the relationship between science and technology with particular attention being paid to the doctrines of Positivism, Darwinism, and Scientific Socialism.

209. *Brazil: Colony to World Power*. 3 hr. Examines the transition of Brazil from a colony to a world power, with special emphasis on recent economic developments, regional diversity, political patterns, foreign affairs, and race relations.

210. *Modern Spain*. 3 hr. Survey of the Moslem, Hapsburg, and Bourbon periods followed by an examination of modern political and social forces, the Civil War, and the rule of Franco.

211. *Technology in the Industrial Revolution*. I. 3 hr. Technological and social change in Great Britain and United States. Case studies illustrating the nature of technological development and providing an understanding of the ways in which technology has shaped human experience.

212. *Introduction to Public History*. 3 hr. Introduction to a wide range of career possibilities for historians in areas such as archives, historical societies, editing projects, museums, business, libraries, and historic preservation. Lectures, guest speakers, field trips, individual projects.

213. *Bourbon France*. 3 hr. French history from the reign of Henry IV to the reign of Louis XVI. Special attention given to the reigns of Louis XIII and Louis XIV. Political, cultural, and intellectual history emphasized.

214. *The Revolutionary-Napoleonic Era*. 3 hr. French history from mid-eighteenth century to 1815. Special attention given to the background of the French Revolution of 1789, to the political and social history of the revolution, and to Napoleon's nonmilitary achievements.

215. *European Diplomatic History, 1815 to 1919*. 3 hr. Develops an understanding of the forces, men, and events which determined diplomatic relations between the major powers.
216. *European Diplomatic History, 1919 to Present*. 3 hr. Scope similar to HIST 215.
217. *World War II in Europe*. 3 hr. Impact of World War II on the political culture and moral fabric of European societies; emphasis on themes of invasion, occupation, collaboration, resistance, survival, and retribution.
219. *Revolutionary Russia, 1905-1939*. 3 hr. Detailed study of the revolutionary era of Russian/Soviet history with emphasis on the origins of Russian radicalism, the upheavals of 1905 and 1917, and Stalin's "revolution from above."
220. *The U.S.S.R., 1939 to Present*. 3 hr. Detailed study of the recent social and political history of the Soviet Union. The Soviet experience in World War II, Stalin's last years, and the conflict between reformism and conservatism since Stalin's death.
222. *Twentieth-Century Germany from Weimar to Bonn*. 3 hr. The Weimar Republic, the Third Reich, and the two German states created after World War II.
225. *History of Modern China*. 3 hr. Introduction to modern China (since 1839) with attention to China's Confucian heritage; examines in detail the Chinese effort to modernize in the face of Western diplomatic and economic pressure; specific attention to China's Nationalist and Communist revolutionary traditions.
226. *History of Modern Japan*. 3 hr. Modern Japan (since 1868) with attention to the development of Japanese institutions and ideas in earlier periods, especially the Tokugawa Era (1600-1868); examines the rapid pace of economic change in the nineteenth and twentieth centuries along with the important social, political, and diplomatic implications of this change.
227. *East Africa to 1895*. 3 hr. East Africa from earliest times to beginning of European control. Population movement and interaction, development of varying types of polity, revolutionary changes, and the European scramble for East Africa form the major focus.
228. *East Africa Since 1895*. 3 hr. History of colonial rule and movement to independence in East Africa. Political, economic, and social changes will be examined with particular emphasis on the rise and triumph of African nationalism.
229. *History of Africa: Pre-Colonial*. 3 hr. History of Africa from earliest times to the middle of the nineteenth century. Particular emphasis on population movement and interaction, state formation, and the development of trade in sub-Saharan Africa as well as the impact of such external influences as Christianity and Islam.
230. *History of Africa: European Dominance to Independence*. 3 hr. History of Africa from the middle of the nineteenth century to the 1960s. Political and economic trends will form major focus.
231. *Seventeenth Century Britain, 1603-1715*. 3 hr. The more significant political, social, economic, religious, and intellectual developments of Britain during a century of revolution and of the men and women who interacted with those movements.
232. *Eighteenth Century Britain, 1715-1832*. 3 hr. The Age of Aristocracy, the political, social, religious, economic, and intellectual forces which produced it, and the reasons for its decline under the combined impact of the Industrial, Agricultural, American, and French revolutions.

245. *History of American Women*. 3 hr. Examination of the history of American women from 1607 to the present, with emphasis on working conditions, women's rights, development of feminism, women's role in wartime, and women in the family.

246. *History of European Women*. 3 hr. A survey of the history of European women from antiquity to the present, with emphasis on the philosophic, economic, and societal sources of women's oppression and on women's role in work, the family, and feminist movements.

251. *History of Black People in America to 1900*. 3 hr. Slave trade and evolution of slavery in the New World, the attack upon slavery and its destruction, the South and the blacks during Reconstruction, and the age of Reaction and Racism, 1875-1900.

252. *Afro-American History Since 1865*. 3 hr. Reconstruction, the age reaction and racism, black migration, black nationalism, blacks in the world wars, and desegregation.

253. *Civil War and Reconstruction*. 3 hr. Causes as well as the constitutional and diplomatic aspects of the Civil War; the role of the American black in slavery, in war, and in freedom; and the economic and political aspects of Congressional Reconstruction.

257. *The United States From McKinley to the New Deal, 1896 to 1933*. 3 hr. American national history from William McKinley to Franklin D. Roosevelt. Particular attention is given to the great changes in American life after 1896; national, political, economic, social, and cultural development; the Progressive Era in American politics; and alterations in American foreign relations resulting from the Spanish-American War and World War I.

259. *Recent American History, 1933 to Present*. 3 hr. Detailed study of American national history from the inauguration of Franklin D. Roosevelt to the present. Emphasis on the New Deal; on Roosevelt's foreign policies and their impact on American social, technological, and cultural developments; and United States domestic problems and foreign relations since 1945.

263. *American Diplomacy to 1941*. 3 hr. PR: None; HIST 52 and 53 recommended. American foreign policy and diplomacy from the adoption of the Constitution to America's entry into World War II.

264. *American Diplomacy since 1941*. 3 hr. PR: None; HIST 52 and 53 recommended. America's foreign policy and growing involvement in international relations including the U.S. role in World War II, Korean War, and Vietnam.

266. *American Economic History to 1865*. 3 hr. Origins and development of American business, agricultural, and labor institutions; problems, and policies, from 1600 to 1865; influence of economic factors upon American history during this period.

267. *American Economic History Since 1865*. 3 hr. Scope similar to that stated for HIST 266.

268. *The Old South*. 3 hr. (For advanced undergraduate and graduate students.) History of the South—exploring peculiar differences that led to an attempt to establish a separate nation. The geographical limitation permits a detailed study of economic and social forces within the context of the larger national history.

269. *The New South*. 3 hr. Integration of the South into the nation after the Civil War. Emphasis on southern attitudes toward industrialization, commercial agriculture, organized labor, and the black. Special attention to the southern literary renaissance and conservative and progressive politics of the southern people.

273. *Appalachian Regional History*. 3 hr. Historical survey of Central Appalachia's three phases of development: traditional society of the nineteenth century, the transformation of a mountain society by industrialization at the turn of the twentieth century, and contemporary Appalachia.

274. *The City in American History*. 3 hr. A survey of urban history in the United States, including the Colonial period, with emphasis on the nineteenth and twentieth centuries, focusing on physical development of cities (planning, transportation, architecture, suburbanization) and social history.

290. *Introduction to Historical Research*. 3 hr. (Required for History majors; non-majors by consent.) Introduction to research techniques useful for history. Instruction in locating sources, taking notes, and writing research papers.

301. *Readings in Medieval History*. 3-6 hr. Crusades and intellectual history are the focus. Readings in preparation for the medieval field may be selected by graduates. HIST 103 is urged strongly for undergraduates; also a reading knowledge of Latin, French or German is recommended for all students.

305. *Readings in English History*. 3-6 hr. Directed readings of scholarly books and articles, primarily in the history of England from about 1450 to about 1625 but with some opportunity for the student to fill gaps in the student's knowledge of other periods of English history.

309. *Readings in Central European History*. 3-6 hr. All students will read and discuss selected works illustrating outstanding scholarship or interpretative problems related to fifteenth, sixteenth, and early seventeenth century history. In addition, opportunity will be provided for each student to pursue an independent reading project tailored to the student's special interests.

310. *Historic Site Interpretation and Preservation*. 3 hr. PR: HIST 212. Introduction to historic site interpretation and preservation, including establishing criteria, site inventory, and recording techniques using the "case study" method. Lectures, films, discussions, and field projects will introduce students to the rapidly growing area, including environmental impact work.

311. *Archival Management*. 3 hr. PR: HIST 212. Principles and practices of archival work within a laboratory context. Includes lectures and selected readings illustrated by holdings and policies of West Virginia and Regional History Collection of the WVU Library.

312. *Practicum in Historical Editing*. 3 hr. PR: HIST 212. Principles and practices of historical editing in a laboratory context. Includes lectures and readings with illustrations from ongoing editing projects. Student prepares materials from the West Virginia Collection of the WVU Library for publication.

313. *Readings in Eastern European History*. 3-6 hr. Intensive readings on specific topics in Russian, Soviet or East European history. Students should normally have had History 117 and 118, or their equivalents. Primarily designed for graduate students and selected undergraduates.

317. *Readings in Western European History*. 3-6 hr. This course, primarily for graduate students and selected undergraduates, is designed for an intensive reading program on special problems in western European history.

321. *Readings in Asian History*. 3-6 hr. Intensive readings in the history of East Asia (especially China and Japan) since the nineteenth century; students should normally have had HIST 225 and 226, or their equivalents; reviews, as well as bibliographical and historiographical essays, required.

325. *Readings in African History*. 3-6 hr. This course will normally focus on readings and discussion on problems in the history of pre-colonial Africa, the major works in African history, and recent interpretations in the field.
330. *Readings in Latin American History*. 3 hr. PR: Graduate status. Critical examination of selected sources and topics for understanding and interpreting Latin American history. 3 hr. seminar.
331. *Readings in American History, 1585-1763*. 3 hr. Supervised readings and reports designed to prepare students for intensive study in a seminar or for field examinations in colonial American history. (Course may be repeated for credit.) (3 hr. sem.)
355. *Supervised Readings in American History, 1763-1830*. 3 hr. Readings and reports designed to prepare students for an intensive study in a seminar or field examination. (Course may be repeated for credit.)
359. *Readings in American History, 1850-1898*. 3-6 hr. A survey of the narrative and interpretative literature of the Civil War, Reconstruction, and the Gilded Age. Students will be expected to make weekly or biweekly reports on assigned readings and also to prepare a critical essay on some aspect of American historiography for this period.
363. *Readings in American History, 1898 to Present*. 3-6 hr. Readings and class-led discussion of one paperback book per week, and preparation of a paper based on these books and the class discussion of them. Usually concentrates on post-World War II foreign relations.
373. *Readings in Appalachian Regional History*. 3-6 hr. A course for graduate students and seniors in the history of West Virginia and neighboring states, which form what is known as the Trans-Allegheny or Upper Ohio region.
375. *Readings in Science and Technology*. 3-6 hr. Directed reading of scholarly books and articles dealing with selected topics in the history of science and technology.
381. *Intellectual and Social History of the United States to 1876*. 3 hr. The objective of the course is to establish for graduate students usable frames of reference for intellectual and social history. The basic premises of various historians are examined as they have been applied to the history of the United States before 1876.
382. *Intellectual and Social History of the United States Since 1876*. 3 hr. A continuation of HIST 381, with the same objective of establishing usable frames of reference for intellectual and social history, with the focus on the history of the United States since 1876. Special attention is devoted to the problems of very recent or contemporary history.
391. *Readings in American Labor History*. 3 hr. PR: Consent. Readings seminar designed to provide a broad knowledge of American labor and working class history by focusing on conceptual issues and methods of research that have shaped the development of this field.
392. *History of American Agriculture*. 3 hr. A readings course to acquaint students with the origins and evolution of American agriculture, with particular emphasis upon scientific, technological, and economic development; to familiarize them with some public and private agricultural organizations; and to give them an historical understanding of contemporary agricultural problems and policies.
402. *Seminar in Medieval History*. 3 hr. PR: HIST 301 and reading knowledge of Latin plus French or German or Italian. Crusades and intellectual history of Europe in the Middle Ages with emphasis on the period from 1000 to 1300.

410. *Seminar in Central European History*. 3 hr. An intensive survey of the bibliographical aids and printed source materials available in the field of Reformation history. A research paper and a bibliographical essay will be presented by each student. Reading knowledge of German and French strongly recommended.

411. *Internship in Public History*. 3 hr. PR: HIST 212 and two of following: HIST 310, 311, 312. A professional internship at an agency involved in a relevant area of public history. Supervision will be exercised by both the Department of History and the host agency. Research report or finished professional project required.

414. *Seminar in Eastern European History*. 3-6 hr. PR: HIST 117, 118 or equiv. Research seminar on selected topics in Russian, Soviet or East European history. One major paper and extensive reading based on available source materials is required.

418. *Seminar in Western European History*. 3 hr. A research seminar in selected topics in western European history. Requirements: examinations, problem papers, research papers, and extensive reading. A reading knowledge of the appropriate languages is required.

422. *Seminar in Asian History*. 3 hr. Advanced readings and research in East Asian history; specific emphasis on research tools and techniques; research paper based on English-language sources required; students should normally have had HIST 225 and 226 or their equivalents.

426. *Seminar in African History*. 3 hr. The seminar will normally focus on Eastern Africa in the colonial period. Location and use of source materials will be emphasized as well as economic and political developments. Students will spend considerable time in research and writing on selected aspects of Eastern African history.

432. *Seminar in American History, 1585-1763*. 3 hr. PR: HIST 331 or consent. Directed research on colonial American history, using original and secondary materials. (Course may be repeated for credit.) (3 hr. sem.)

441. *Seminar in Latin American History*. 3 hr. PR: Consent. Survey of Latin American historiography, location and use of primary source materials, discussion of research techniques, and the writing of a research paper. Reading knowledge of Spanish, Portuguese, or French will be helpful.

456. *Seminar in American History, 1763-1830*. 3 hr. PR: HIST 355 or consent. Advanced readings and research in revolutionary and early national American history. (Course may be repeated for credit.)

460. *Seminar in American History, 1850-1898*. 3 hr. Directed research in recent American history including guidance in method of research and manuscript preparation.

464. *Seminar in American History, 1898 to Present*. 3 hr. Directed research in recent American history including guidance in method of research and manuscript preparation.

474. *Seminar in Appalachian Regional History*. 3 hr. A seminar for graduate students in the history of West Virginia and neighboring states, which form what is known as the Trans-Allegheny or Upper Ohio region.

475. *Seminar in Science and Technology*. 3 hr. PR: HIST 375. Directed research in selected topics in the history of science and technology.

481,482. *Special Problems*. 1-3 hr. ea.

490. *Teaching Practicum*. 1-3 hr. PR: Consent. Supervised practices in college teaching of history. (Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibilities.)

493. *Folger Institute Seminar*. 3 hr. PR: Graduate standing. (Enrollment is by special application only. Contact department chairperson for information.) Seminar conducted by distinguished scholars and held at the Folger Institute of Renaissance and Eighteenth Century Studies in Washington, D.C. Topics vary. (Also listed as ENGL 493.)

497. *Research*. 1-15 hr. PR: Consent.

499. *Graduate Colloquium*. 1-6 hours. PR: Consent. For graduate students not seeking coursework credit but who wish to meet residence requirements, use the University's facilities, and participate in its academic and cultural programs.

Liberal Studies

Virginia Klenk, Director
252 Stansbury Hall

Degree Offered: Master of Arts in Liberal Studies

This interdisciplinary program provides an opportunity for highly motivated students to continue their studies beyond the baccalaureate under a coherent program but without the exclusive concentration in one discipline. Studies for this degree should focus primarily on theoretical issues in the liberal arts disciplines such as humanities (English, history, philosophy, religious studies, and foreign languages), the fine arts, or the social sciences.

Each student, in conjunction with a graduate adviser, will put together a personalized curriculum centered around some topic or interdisciplinary area of special interest. Topics might include area studies such as Appalachian studies or French culture; period studies such as the Renaissance or the Enlightenment; or some other area of special interest, such as women's studies, that will tie together work in several different disciplines. The central theme is essential to the degree program to provide coherence and structure; a degree will not be awarded for an unrelated collection of courses. The focus provided by a central topic will ensure that studies are pursued in depth, and justify the granting of a graduate degree.

Personalized Curriculum

There are more than 750 graduate faculty members at WVU who can be called upon to assist students in their individual plans of study. The program is administered by the master of arts in liberal studies committee, which is appointed by the Dean of Arts and Sciences and is responsible for admitting candidates to the program, approving study contracts, overseeing the final evaluation, and determining whether degree requirements have been met. This committee serves roughly the same administrative function for the master of arts in liberal studies (M.A.L.S.) as an academic department serves for more traditional degree programs.

Faculty

Requirements for admission to the M.A.L.S. program:

- Baccalaureate degree from an accredited institution.
- Minimum undergraduate grade-point average of 3.0. Probationary status may be granted for those who do not meet this standard but who exhibit clear potential for graduate work.

Admission

- GRE General Aptitude Test scores that clearly demonstrate the ability to do graduate work.
- Acceptance by the M.A.L.S. committee of a preliminary study plan for the degree.

Application

To apply for admission to the M.A.L.S. program, the student should simultaneously submit an application for graduate admission to the Office of Admissions and Records and submit an essay of approximately 1,000 words outlining the proposed plan of study to the M.A.L.S. committee. This plan must describe the central focus of the study in some detail and must include a preliminary identification of course work to be taken, along with an indication of how each course relates to the central topic.

Essay

The quality of the admissions essay is one of the primary criteria used by the M.A.L.S. committee in making admission decisions. Thus, the essay should be carefully thought out and clearly written; it should provide evidence of direction and motivation as well as mastery of the necessary writing skills. Another criterion for admission to the program is that the proposed plan of study can be carried out at WVU. The applicant should consult the course listings elsewhere in this catalog to determine whether the courses offered are adequate to the proposed study plan. In some cases, the necessary courses may not be available.

Adviser

After admission to the M.A.L.S. program, the student will choose an adviser and a master's committee with the assistance of the M.A.L.S. committee. The adviser will then help the student to draw up a final version of the plan of study, which should include a description of the central, unifying theme, a (possibly revised) list of coursework to be taken, with an indication of the relevance of the courses to the central topic, and a description of the final project.

In addition to the general requirements listed in the graduate catalog for all graduate programs at WVU, the M.A.L.S. program has the following specific requirements:

Special Requirements

- A minimum of 36 semester hours of approved course work, subject to the following restrictions: a. Because the degree is intended to be interdisciplinary no more than 18 hours can be taken in one departmental discipline; b. No more than 12 hours of independent study will be approved; c. The program must include at least three hours of course work in research methodology.
- A minimum 3.25 grade-point average for all course work in the degree program.
- Fulfillment of all requirements of the study contract.
- Successful completion of a final project (e.g., a comprehensive examination, research project, a performance project, or master's thesis).

Mathematics

Harvey R. Diamond, Interim Chairperson
370 Armstrong Hall

Degree Offered: Master of Science, Doctor of Philosophy

Programs are available for students to study applied mathematics, pure mathematics, mathematics combined with another discipline, or mathematics for secondary education. Entering students should have the equivalent of an undergraduate major in mathematics. To be in good standing, a student is expected to maintain at least a 3.0 average (B) in mathematics courses and to

present at least a 3.0 average in all work offered in fulfillment of the degree program.

Each student, upon beginning a graduate program, will be assigned an advisory committee consisting of at least three members of the graduate faculty. This committee will assist the student in designing a written plan of study that takes into account the student's interests and needs as well as the aims of the department's graduate programs. Later changes in the plan are possible only through mutual agreement of the student and the committee.

The student's plan of study is developed in one of these programs: pure mathematics, mathematics for secondary educators, applied mathematics, and interdisciplinary. The programs are designed either for students who intend to pursue a Ph.D. in mathematics or for those planning to seek employment in education, government, or industry. Depending upon the program selected, 30 to 33 semester hours are required.

Note: Math 490 may not be counted for credit to satisfy graduate course hour requirements.

A student with 18 or more hours of graduate study, who has completed the basic required courses with a cumulative average of at least 3.3, may petition the advisory committee to accept the successful completion of a project in lieu of the final examination. Otherwise, all four programs of study require a written final examination.

The Ph.D. is a research program in which the final product is an original, publishable research thesis. The program requires students to take 28 hours of course work. Areas of focus include number theory, analysis, topology, applied mathematics, combinatorics, and graph theory.

Applicants must have completed a graduate degree similar to the M.S. in mathematics outlined above. The following materials should be submitted:

- A WVU admission application
- An application for financial support
- Official undergraduate and graduate transcripts
- Three letters of recommendation from individuals having experience of an applicant's mathematical ability
- GRE scores for the general test and for the mathematics subject test
- TOEFL scores for students whose native language is not English.

All doctoral students must demonstrate that they are prepared to undertake doctoral work and research by passing an entrance examination, given each year in May and August, within the first year of study.

Twenty-eight hours of course work are required of all doctoral students. The distribution of these courses is as follows:

- Twelve hours at the 400 level in the student's major area.
- Six hours in each of two minor areas. With the approval of the director of graduate studies, up to two of these courses may be at the 300 level.
- Four hours of MATH 496 *Seminar*.

Proficiency in a computer language at the level of CS 301 or an approved equivalent is required. Reading proficiency in French, German, Russian, or another foreign language, which may be proved through a score of 465 or better on an examination given by Educational Testing Service, or through grades of A or B in a Foreign Language 306 course, is required.

After the above requirements are satisfied, a student must request that the director of graduate studies select a dissertation committee of at least five members, with a dissertation advisor as chairperson and one member from outside the department.

**Advisory
Committee**

Emphases

**GPA

Final
Examination**

Ph.D.

Admission

**Entrance
Exam**

**Course
Work**

**Computer
Language
Proficiency**

**Dissertation
Committee**

- Examinations** The student must pass a qualifying oral and written examination on the major and minor areas of study. If examination results are unsatisfactory, the dissertation committee may reexamine the student once.
- Research** A Ph.D. candidate must complete a dissertation, representing at least 24 hours of 400-level credit, under the supervision of a dissertation adviser. The research upon which the dissertation is based must conform to scholastic standards and constitute an original and publishable contribution to mathematics.

Mathematics (MATH)

213. *Partial Differential Equations*. II. 3 hr. PR: MATH 18 or consent. Introduces students in mathematics, engineering, and the sciences to methods of applied mathematics. First and second order equations, canonical forms, wave, heat and Laplace's equations, representation of solutions.
215. *Applied Modern Algebra*. I. 3 hr. PR: Consent. Finite fields, algebraic coding theory, Boolean algebras, monoids, finite state, and Turing machines.
217. *Applied Mathematical Analysis*. II. 3 hr. PR: MATH 18. The algebra and differential calculus of vectors, solution of the partial differential equations of mathematical physics, and application of functions of a complex variable.
219. *Seminar in Applied Mathematics*. I, II. 1-12 hr. PR: Consent. Selected topics in applied mathematics.
220. *Numerical Analysis 1*. I, II. 3 hr. PR: MATH 17 (or both MATH 16 and CS 120) and a programming language. Computer arithmetic, roots of equations, interpolation, Gaussian elimination, numerical integration and differentiation. Numerical solution of initial value problems for ordinary differential equations. Least square approximations. (Equiv. to CS 220.)
221. *Numerical Analysis 2*. II. 3 hr. PR: CS 220 or MATH 241 or consent. Solutions of linear systems by direct and iterative methods. Calculation of eigenvalues, eigenvectors, and inverses of matrices. Applications to ordinary and partial differential equations. (Equiv. to CS 221.)
224. *Mathematics of Compound Interest*. II. 3 hr. PR: MATH 16 or 128. A problem-solving course focusing on the measurement of interest, annuities, amortization schedules, and sinking funds, and the valuation of bonds and other securities.
226. *Mathematical Statistics*. II. 3 hr. PR: MATH 16 or consent. (Designed for mathematics teachers.) Frequency distributions, averages, probability, populations, samples, probability distributions, estimations, hypothesis testing. Although no previous knowledge of computer language is assumed, the computer will be used in this course.
228. *Discrete Mathematics 2*. II. 3 hr. PR: MATH 16 and 120 or equiv. Applications of discrete mathematics to computer science. Methods of solving homogeneous and non-homogeneous recurrence relations using generating functions and characteristic equations; digraphs to analyze computer algorithms; graph theory and its ramifications to computer algorithms. (Equiv. to CS 228.)
- 231, 232. *Introduction to Mathematics for the Elementary Teacher*. I, II. 3 hr. per sem. PR: MATH 34 or consent. (Not open to students who have credit for MATH 131.) (For in-service elementary mathematics teachers.) Systems of numeration; sets, relations, binary operations, the algebraic structure of various number systems; the notions of length, area, and volume; coordinate geometry.

241. *Applied Linear Algebra*. I, II, S. 3 hr. PR: MATH 17; MATH 18 or consent. Matrix algebra with emphasis on algorithmic techniques and applications of physical models. Topics include solution of large systems of equations, orthogonal projections and least squares, and eigenvalue problems.

251,252. *Introduction to Real Analysis*. I, II. 3 hr. per sem. PR: MATH 163 or consent. A study of sequences, convergence, limits, continuity, definite integral, the derivative, differentials, functional dependence, multiple integrals, sequences and series of functions.

255. *Advanced Real Calculus*. S. 3 hr. MATH 18 or consent. Limits, series, metric spaces, uniformity, integrals.

256. *Complex Variables*. II. 3 hr. PR: MATH 18. Complex numbers, functions of a complex variable; analytic functions; the logarithm and related functions; power series; Laurent series and residues; conformal mapping and applications.

269. *Advanced Topics in Mathematics*. I, II, S. 3-9 hr. PR: Consent. An independent but directed study program, the content of which is to be mutually agreed upon by the individual student and instructor.

301,302. *Combinatorial Analysis*. I, II. 3 hr. per sem. PR: One year of calculus. Permutations, combinations, generating functions, principle of inclusion and exclusion, distributions, partitions, compositions, trees and networks.

305,306. *Theory of Numbers*. I, II. 3 hr. PR: One year of calculus. Introduction to classical number theory covering such topics as divisibility, the Euclidean algorithm, Diophantine equations, congruences, primitive roots, quadratic residues, number-theoretic functions, distribution of primes, irrationals, and combinatorial methods. Special numbers such as those of Bernoulli, Euler, and Stirling.

313. *Intermediate Differential Equations*. II. 3 hr. PR: MATH 17, 18. A rigorous study of ordinary differential equations including linear and nonlinear systems, self-adjoint eigenvalue problems, non-self-adjoint boundary-value problems, perturbation theory of autonomous systems, Poincare-theorem.

317,318. *Advanced Calculus*. I, II. 3 hr. per sem. PR: MATH 18. Primarily for engineers and scientists. Functions of several variables, partial differentiation, implicit functions, transformations; line surface and volume integrals; point set theory, continuity, integration, infinite series and convergence, power series, and improper integrals.

319. *Seminar in Applied Mathematics*. 1-12 hr. PR: Consent. Selected topics in applied mathematics. Topics previously offered include applied linear algebra, computational fluid dynamics, numerical partial differential equations, ordinary differential equations, perturbation methods, and stochastic processes.

320. *Solution of Nonlinear Systems*. II. 3 hr. PR: CS 220 or MATH 241 or consent. Solution of nonlinear systems of equations. Newton and Secant Methods. Unconstrained optimization. Nonlinear overrelaxation techniques. Nonlinear least squares problems. (Equiv. to CS 320.)

330. *Introduction to Applied Mathematics*. S. 1-6 hr. PR: Calculus or consent. (Designed especially for secondary-school mathematics teachers; others admitted with departmental approval obtained before registration.) Problem solving and construction of mathematical models in the social, life, and physical sciences. Examples illustrating the origins and use of secondary school mathematics in solving real world problems.

333. *Modern Algebra for Teachers*. I, S. 3 hr. PR: Calculus or consent. (Designed especially for secondary-school mathematics teachers. Others admitted with departmental approval obtained prior to registration.) Introduction to algebraic structures: groups, rings, integral domains and fields. Development and properties of the rational and real number systems.

334. *Modern Algebra for Teachers*. II, S. 3 hr. PR: MATH 141 or 333 or consent. Further investigation of algebraic structures begun in MATH 333. (Emphasis on topics helpful to secondary-school mathematics teachers.) Topics include Sylow theory, Jordan-Hölder Theorem, rings and quotients, field extensions, Galois theory and solution by radicals.

335. *Foundations of Geometry*. S. 3 hr. PR: Calculus or consent. (Designed especially for secondary mathematics teachers; others admitted with departmental approval obtained before registration.) Incidence geometries with models; order for lines and planes; separation by angles and by triangles; congruence; introduction to Euclidean geometry.

336. *Transformation Geometry*. S. 3 hr. PR: MATH 141 or 333 or consent. (Designed especially for secondary-school mathematics teachers; others admitted with departmental approval obtained before registration.) A modern approach to geometry based on transformations in a vector space setting. The course unifies the development of geometry with the methods of modern algebra.

337. *Foundations of Probability and Statistics*. S. 3 hr. PR: Calculus or consent. (Designed especially for secondary-school mathematics teachers; other admitted with departmental approval obtained before registration.) Introduction to probability and statistics with emphasis on topics helpful to secondary-school mathematics teachers. Topics include: density and distribution functions, probability distributions, sampling, confidence intervals, point estimation, hypothesis testing, student's t-distribution. Chi-square distribution.

339. *Special Topics*. I, II, S. 1-12 hr.

341,342. *Modern Algebra*. I, II. 3 hr. per sem. PR: MATH 141 or consent. Concepts from set theory and the equivalence of the Axiom of Choice. Zorn's Lemma and the Well-Ordering Theorem; a study of the structure of groups, rings, fields, and vector spaces; elementary factorization theory; extensions of ring and fields; modules and ideals; and lattices.

343. *Linear Algebra*. II, S. 3 hr. PR: MATH 241 or consent. Review of theory of groups and fields; linear vector spaces including the theory of duality; full linear group; bilinear and quadratic forms; and theory of isotropic and totally isotropic spaces.

351,352. *Theory of Functions of Real Variables*. I, II. 3 hr. per sem. PR: MATH 181, 252. A development of the Lebesgue integral, function spaces and Banach spaces, differentiation, complex measures, the Lebesgue-Radon-Nikodym theorem.

355,356. *Theory of Functions of Complex Variables*. I, II. 3 hr. per sem. PR: MATH 252. Number systems, the complex plane and its geometry. Holomorphic functions, power series, elementary functions, complex integration, representation theorems, the calculus of residues, analytic continuation and analytic function, elliptic functions, Holomorphic functions of several complex variables.

357. *Calculus of Variations*. II. 3 hr. PR: MATH 18, 252, (or 318). Necessary conditions and sufficient conditions for weak and strong relative minimums of an integral, Euler-Lagrange equation. Legendre condition, field construction, Weierstrass excess function, and the Jacobi equation.

381,382. *Topology*. I, II. 3 hr. per sem. PR: MATH 252 or consent. A detailed treatment of topological spaces covering the topics of continuity, convergence, compactness, and connectivity; product and identification space, function spaces, and the topology in Euclidean spaces.

385,386. *Rings of Continuous Functions*. I, II, S. 3 hr. per sem. PR: MATH 341 and 381, or consent. A study of the algebraic structure of the ring of all continuous real-valued functions on a topological space and its relation to the topological properties of the space.

400. *Seminar in Number Theory*. I, II. 1-12 hr.

402. *Special Functions*. I, II. 3 hr. PR: MATH 18, 252. Operational techniques, generalized hypergeometric functions, classical polynomials of Bell, Hermite, Legendre, Noerlund, etc. Introduction to recent polynomial systems. Current research topics.

405,406. *Analytic Number Theory*. I, II. 3 hr. per sem. PR: MATH 306, 356. Selected topics in analytic number theory such as the prime number theorem, primes in an arithmetical progression, the Zeta function, the Goldbach conjecture.

441,442. *Group Theory*. I, II. 3 hr. per sem. PR: MATH 141 or consent. Elementary group theory; Sylow theory, extended Sylow theory in solvable groups, Burnside's theorem on normal complements, transfer homomorphism. Representation theory. Emphasis throughout on finite groups.

443,444. *Algebraic Theory of Semigroups*. I, II. 3 hr. per sem. PR: MATH 342 or equiv. Ideal theory, matrix representation of semigroups, decompositions and extensions, simple semigroups, inverse semigroups, congruence relations, recent research.

451,452. *Functional Analysis*. I, II. 3 hr. per sem. PR: MATH 181, 241, 252. A study of Banach and Hilbert spaces; the Hahn-Banach theorem, uniform boundedness principle, and the open mapping theorem; dual spaces and the Riesz representation theorem; Banach algebras; and spectral theory.

457,458. *Theory of Partial Differential Equations*. I, II. 3 hr. per sem. PR: MATH 252. Cauchy-Kowalewski theorem, Cauchy's problem, the Dirichlet and Neumann problems, Dirichlet's principle, potential theory, integral equations, eigenvalue problems, numerical methods.

460. *Thesis*. I, II. 1-6 hr.

490. *Teaching Practicum*. I, II. 1-3 hr. PR: Consent. Supervised practices in college teaching of mathematics.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

496. *Graduate Seminar*. I, II. 1 hr. PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of the student's program.

497. *Research*. 1-15 hr.

499. *Graduate Colloquium*. I, II, S. 1-6 hr. PR: Consent. For graduate students not seeking course work credit but who wish to meet residence requirements, use the University's facilities, and participate in its academic and cultural programs.

Although philosophy has no graduate program, the following graduate courses are available.

Philosophy (PHIL)

230. *Philosophy and Culture Criticism*. 3 hr. PR: 3 hr. in philosophy, at the 100 level or above, or consent. Recent philosophical analyses and critiques of modern Western culture; its relationship to discursive, social, economic, disciplinary, and gendering practices. (3 hr. lec. Not offered every year.)

253. *Philosophy of Mathematics*. 3 hr. PR: Phil. 106 or consent. Contemporary viewpoints in the foundations of mathematics. (Not offered every year.)

283. *Philosophy of History*. I or II. 3 hr. PR: 6 hr. in philosophy or history major or consent. Theoretical problems such as the nature of historical explanation, relativism, and the status of speculative principles of history. (Not offered every year.)

285. *Philosophy of Language*. I or II. 3 hr. PR: 6 hr. in philosophy or linguistic or language major or consent. Philosophical problems concerning the nature of meaning and language. (Not offered every year.)

290. *Directed Studies*. I, II, S. 1-6 hr. (May be repeated for credit.) PR: Instructor's written consent. Individually supervised research and projects.

292. *Advanced Topics in Philosophy*. I or II. 3 hr. PR: 6 hr. in philosophy or consent. Advanced philosophical investigation of selected problems and issues. Topics will vary.

302. *Philosophy of Science*. I or II. 3 hr. Philosophical problems associated with the concepts and methodology of science.

303. *Theory of Knowledge*. I or II. 3 hr. Definitions of knowledge, truth, and belief. Problems associated with skepticism, induction, perception, introspection, memory, and a *priori* knowledge.

305. *History of Philosophy*. I or II. 3-9 hr. Selected topics in the history of Western philosophy, usually with concentration on one of the following periods: ancient, medieval, modern, or recent.

306. *Metaphysics*. I or II. 3 hr. Traditional problems associated with universals and particulars, reality and experiences, causality, space and time, matter and mind, the nature of the self, etc.

308. *Ethics of the Marketplace*. I, II. 3 hr. An examination of moral questions regarding the evaluation of economic systems, labor/management relationships, product liability, advertising, codes of conduct, and conflicts of interest.

310. *Ethics*. I or II. 3 hr. An examination of selected theoretical and applied problems in the field of professional ethics.

313. *Advanced Philosophy of the Social Sciences*. I or II. 3 hr. PR: Consent. Philosophical problems associated with the concepts and methodology of the social sciences.

321. Seminar: Selected Topics. 3-9 hr.

391. *Advanced Topics*. I, II, S. 1-9 hr.

397. *Master's Degree Research or Thesis*. I, II, S. 1-9 hr. PR: Consent.

Physics

Larry E. Halliburton, Chairperson of the Department
212 Hodges Hall

Degrees Offered: Master of Science, Doctor of Philosophy

The graduate program is designed to provide a solid background in classical and modern physics, a broad understanding of major research fields, and an opportunity for in-depth investigation. Each student has a faculty advisor who will help plan a program of study and research. The first few semesters are devoted to coursework, typically three courses per semester. Any student whose background is weak in a particular area is encouraged to register for the appropriate undergraduate course. The minimum grade for credit in graduate courses is C; a grade-point average of 3.0 must be maintained.

Students are required to take the graduate examination, which is offered in January and August, by the end of the third semester. The purpose of the examination, which is written and covers classical mechanics, electromagnetism, and quantum mechanics, is to verify that each student has the necessary fundamental background to begin research. A different standard of performance on the examination is required for M.S. and Ph.D. students; an M. S. is not prerequisite to a Ph.D.

For students who plan to do master's research and write a thesis, the qualifying examination consists of taking two sections of the graduate examination and passing at the 40% level. They must take 24 hours of courses at the 300 level or above, including Physics 331, 333, 351, and 387. The thesis gives students practical experience in working on a research problem, writing up the results, and presenting an oral defense.

Students who pass the graduate examination at the 60% level on all three sections and who take 30 hours of courses at the 300 level or above, including Physics 331, 333, 351, and 387, are awarded the M.S. degree.

For admission to Ph.D. research, a student must perform at the 60% level on all three sections of the graduate examination. After this examination, research becomes the central focus. The Ph.D. qualifying examination consists of an oral presentation before a faculty committee. The student presents published material about his/her subfield of specialization. After the oral, the student is formally advanced to Ph.D. candidacy to do original research, culminating in the written dissertation and oral defense. The average completion time for the Ph.D. is five years beyond the baccalaureate and requires 36 hours of course work at the 300 level or above, with a minimum of six hours at the 400 level.

Research groups consist of a professor and several graduate students and/or post-doctoral fellows, with financial support from a federal agency or private industry. Departmental research specialties include condensed matter physics (theory and experiment), nonlinear dynamics (theory and experiment), applied physics (theory and experiment), plasma physics (experiment), astrophysics (theory), and elementary particle physics (theory).

Applicants are expected to have a bachelor's degree in physics, with upper-division courses in electricity and magnetism, mechanics, quantum mechanics, thermodynamics, and mathematical methods. Students lacking some of these courses may be admitted provisionally and will be allowed to remedy the deficiencies by taking the appropriate courses. Applicants should

Advisor

GPA

Graduate
Exam

Thesis
Master's

Ph.D.
Research

Research
Groups

- GRE** take the GRE general and physics tests. If English is not the student's native language, TOEFL scores are also required. Application deadline is March 1; contact the department for additional information.
- TOEFL**
- Financial Aid** With rare exceptions, all students who are admitted receive financial support. Beginning students usually receive teaching assistantships; more advanced students receive research assistantships. Several fellowships are available for outstanding students, allowing full-time concentration on course work and research and more rapid progress toward the degree.
- The department offers a few specially-designed physics and physical science courses during the summer for teachers.

Physics (PHYS)

201. *Special Topics*. I, II. 1-6 hr. per sem. (May be repeated to max. of 24 hours.) Study of topics of current interest in physics.

213. *Introductory Electronics*. 3 hr. PR: PHYS 12. Principles and applications of integrated circuits and digital electronics. 2 hr. lec., 1 hr. lab.

221. *Optics*. 3 hr. PR: PHYS 12, MATH 18. A basic course in physical optics covering wave mathematics, propagation, polarization, interference, and diffraction; applications in geometrical optics and selected topics in scattering and quantum optics.

225. *Atomic Physics*. I, II. 3 hr. PR: PHYS 124 or equiv. Relativistic mechanics, atomic structure, and spectra.

231,232. *Theoretical Mechanics*. I, II. 3 hr. per sem. PR: PHYS 11, 12 or equiv.; Conc.: MATH 18. Scalar, vector, and tensor fields; curvilinear coordinate systems. Kinematics and dynamics of particles, systems, of particles and rigid bodies. Lagrangian and Hamiltonian formulation. Relativistic motion.

233,234. *Electricity and Magnetism*. I, II. 3 hr. PR: PHYS 12, MATH 18. Electrostatics, electrostatics in matter, magnetostatics, magnetostatics in matter, Maxwell's equations, reflection and refraction, wave guides and cavities.

241. *Advanced Physics Laboratory*. I, II. 1-2 hr. per sem. PR: PHYS 11, 12, 124. Experiments in physics designed to complement theory courses; gives experience in data taking and instrumentation, and methods of data evaluation and error analysis.

248. *Physics Seminar*. I, II. (No credit.) (Suggested for junior, senior, and graduate Physics majors.) These lectures acquaint students with topics of current interest in physics.

251. *Introductory Quantum Mechanics*. I. 3 hr. PR: PHYS 124, MATH 18. Fundamental principles of quantum mechanics; state functions in position and momentum space, operators, Schrodinger's equation, applications to one-dimensional problems, approximation methods, the hydrogen atom, angular momentum and spin.

263. *Nuclear Physics*. I, II. 3 hr. PR: PHYS 124; MATH 17. Study of characteristic properties of nuclei and their structure as inferred from nuclear decays and reactions, leading to a knowledge of nuclear forces and models.

271. *Solid State Physics*. I, II. 3 hr. PR: PHYS 124 or equiv.; MATH 17. Properties of crystalline solids; includes crystal structure, binding, lattice vibrations and an investigation

of thermal, electrical, magnetic, and optical phenomena based on energy band theory.

281. *Plasma Physics* 3 hr. PHYS 12, Conc: PHYS 234. Introductory course in the physics of ionized gases; particle and fluid treatment of plasmas, waves, equilibrium and stability, kinetic theory, and nonlinear effects.

283. *Thermodynamics and Statistical Mechanics*. II. 3 hr. PR: PHYS 124 or equiv.; MATH 17. Introduction to the statistical foundations of thermodynamics; applications of the fundamental laws of thermodynamics to physical and chemical systems.

301. *Special Topics*. I, II. 1-6 hr. per sem. (May be repeated to max. of 24 hours.) PR: Consent. (Primarily for Graduate students.) Specialized topics of current interest in physics.

321. *Optics*. I, II. 3 hr. PR: PHYS 11, 12 or equiv.; MATH 17. A basic course in physical optics covering radiation theory, diffraction, interference, polychromatic waves, scattering, polarization, double refraction, and selected topics in quantum optics.

325. *Intermediate Atomic Physics*. I. 3 hr. PR: PHYS 351. A review of the theory of one-electron atoms. The main emphasis is on the theory of two-electron and many-electron atoms: para and ortho helium; central field approximation; Thomas-Fermi theory; Hartree-Fock theory; L-S, J-J, and intermediate coupling; interaction with electromagnetic fields.

331. *Advanced Classical Mechanics*. I. 3 hr. PR: PHYS 231, 232, and differential equations. Lagrange and Hamilton form of equations of motion, rigid bodies, small and nonlinear oscillations. Transformation theory, relativistic dynamics, and systems with an infinite number of degrees of freedom.

333,334. *Advanced Electricity and Magnetism*. I, II. 3 hr. per sem. PR: PHYS 233, 234, and differential equations. Electrostatic and magnetostatic boundary value problems. Maxwell's equations for time varying fields. Green's functions and integral representations; applications to radiation; diffraction, wave guides, plasma physics, and relativistic motion of charged particles.

351,352. *Quantum Mechanics*. I, II. 3 hr. per sem. PR: PHYS 251. Breakdown of classical physics, the Schrödinger equation and its interpretation, one dimensional problems, operator methods and abstract Hilbert space, identical particles, three dimensional problems, the hydrogen atom, angular momentum, spin, vector coupling, time independent perturbation theory, variational principle, atomic and molecular structure, semiclassical radiation theory, scattering theory.

354. *Outline of Physics*. S. 3 hr. PR: One year introductory college physics. (Primarily for education majors; not open to physics majors.) Elementary study of atomic and molecular structures and spectra, solid state and nuclear physics, relativity and elementary particles.

355,356. *Workshop for Physics Teachers*. S. 3 hr. per sem. PR: One year college physics; One year of college mathematics. (Primarily for Education majors; not open to Physics majors.) Techniques of apparatus construction and demonstration.

358. *Light*. II, S. 3 hr. PR: One year of college physics or equiv. (Primarily for education majors; not open to physics majors.) A demonstration course designed to illustrate the basic concepts covering light and optics.

371,372. *Intermediate Solid State Physics*. 3 hr. PR: PHYS 271, 351, or equiv. Crystal structure, reciprocal lattice, phonons, dielectric properties, optical properties, semiconductors, cooperative phenomena including superconductivity and magnetism.

383. *Statistical Mechanics*. II. 3 hr. PR: PHYS 283, 351. Ensemble theory, applications to noninteracting systems, as well as perturbative and approximate treatment of interactions. Typical applications include equilibrium constants, polymers, white dwarfs, metals, superfluids, magnetic transitions.

387. *Mathematics for Physicists and Engineers*. I. 3 hr. PR: Calculus, differential equations, PHYS 11, 12 or equiv. Complex variables: series, contour integration and conformal mapping; ordinary differential equations; Fourier series, Laplace transforms; Fourier transforms, special functions; Bessel functions and Legendre, Hermite, and Laguerre polynomials; introduction to partial differential equations; Poisson's equation, Wave equation, and diffusion equation.

388. *Mathematics for Physicists and Engineers*. II. 3 hr. PR: Calculus, differential equations, PHYS 11, 12 or equiv. Vector spaces, tensor calculus, group theory, integral equations, calculus of variations, nonlinear systems and other topics as time permits.

401. *Advanced Research Topics*. I, II. 1-6 hr. (May be repeated to max. of 24 hours.) PR: Consent. Specialized topics in field of physics related to the research interests of the department. Open only to students who have completed most of the basic graduate courses.

410. *High Energy Physics*. I. 3 hr. PR: PHYS 351, 352. Fundamental particle interactions, field theory, S-matrix expansions, space time symmetries, internal symmetries, unsolved problems.

425. *Advanced Atomic and Molecular Physics*. 3 hr. PR: PHYS 325. Quantum mechanics of atoms and molecules at an advanced level emphasizing the role of symmetry. Necessary material on group theory is included.

463. *Advanced Nuclear Physics*. I, II. 3 hr. PR: PHYS 225, 251, and 263. Detailed presentation of nuclear models, nuclear reaction mechanisms, nuclear forces and theories of nuclear disintegrations.

471. *Advanced Solid State Physics*. II. (Alternate years.) 3 hr. PR: PHYS 271, 325, 351. Advanced treatment of solid state theory; electronic, vibrational, transport, thermodynamic, and magnetic properties of solids.

481. *Kinetic Theory of Plasma*. 3 hr. PR: PHYS 281, 331, and 334. An advanced course focusing on the Vlasov theory of plasma equilibrium and stability. The application to plasma waves will be emphasized.

482. *Magnetohydrodynamic Theory of Plasma*. 3 hr. PR: PHYS 281, 331, 334. Theory of ideal magnetohydrodynamics for plasma equilibrium and stability; emphasis on analytic theory in developing the model, describing various equilibria, and evaluating plasma stability.

497. *Research*. I, II, S. 1-15 hr.

Astronomy (ASTR)

216.*Astronomy for Teachers*. S. 3 hr. PR: Consent. Basic concepts and methods in astronomy and how to teach them using the celestial sphere and geometrical tools. Observational work at night. The use of a telescope and camera.

255.*Intermediate Astronomy*. II. 3 hr. PR: MATH 16 or consent. Measurement of the universe; trigonometric parallax, statistical parallax, moving clusters, cluster H-R diagrams, masses of various binary systems, Kepler's Laws, and the three-body problem.

267.*Basic Astrophysics*. I, II. 3 hr. PR: PHYS 124 or equiv. The several equations of state, the Boltzmann-Saha equation, the H-R diagram and interpretation of spectra, introduction to radiative transfer and stellar structure.

Political Science

Allan S. Hammock, Chairperson of the Department
316-A Woodburn Hall

Degrees Offered: Master of Arts, Doctor of Philosophy

The master of arts and doctor of philosophy programs in political science are designed to give advanced training to students who desire a career in government or the private sector as policy analysts or who wish to enter selected teaching or research fields with a specialization in public policy. Students in the master's and doctoral programs may pursue their degree studies in either U.S. domestic or international affairs.

Master of Arts

The master of arts with emphasis in public policy is offered by the Department of Political Science in cooperation with the Department of Economics. It is designed to provide students with a broad knowledge of the policy making process and the many factors influencing public policies at the international, national, state, and local levels of government. A problem-analytic approach, drawn from both economics and political science, is used to develop the ability to comprehend, assess, and evaluate issues, problems, and policies in the public sector. Prospective graduates are expected to be skilled at gathering and interpreting data, reporting, writing, and analyzing policy options and alternatives, and evaluating the intended and unintended consequences of public programs and policies. Most graduates will take jobs in government or with private firms needing specialists in policy analysis.

Public Policy Emphasis

Ideally, applicants for the master of arts degree should have a B.A. in political science (with a minimum of six hours in economics) or a B.A. or B.S. in economics (with a minimum of six hours in political science). However, students from other fields and disciplines are also encouraged to apply. In addition, the applicant should have an overall grade-point average of 2.75, and should submit two letters of recommendation from faculty familiar with the student's work. All students must also submit Graduate Record Examination (general aptitude) test scores.

Prerequisites

In order to remain in good standing, students must maintain a 3.0 cumulative average and receive a 3.0 average in each semester for which they are enrolled. Students who do not maintain a 3.0 cumulative average will be placed on probation and will be suspended if they fail to regain a 3.0 cumulative average in their next nine hours of study.

GPA

Candidacy	Admission to candidacy for the M.A. degree requires that the student complete a minimum of 36 hours (exclusive of colloquium) in a specialized curriculum offered by the Department of Political Science and the Department of Economics. This curriculum includes courses in economics, policy evaluation, the policy process, and public policy analysis. In addition, students must complete work in political science methodology and statistical methods. All students must enroll in POLS 499 <i>Colloquium</i> each semester in residence.
Research	The M.A. degree provides an optional research practicum or internship during the fourth semester of work. The practicum enables the student to conduct actual policy research in a public agency. The practicum will carry an additional six hours of graduate credit. Students may also choose a six-hour thesis option.
Final Examinations	Students will be expected to pass final written/oral examinations in policy analysis. Students who fail examinations may be allowed to re-take them at the next regularly scheduled examination period. It is contrary to departmental policy to give a third examination.
Ph.D.	The doctor of philosophy (Ph.D.) program is designed for persons in or planning to enter teaching or public sector management and policy analysis careers. The principal change in the discipline of political science in recent years has been increasing attention to and involvement with public policies. The Department of Political Science believes that a Ph.D. recipient should possess a comprehensive knowledge of political science as it relates to the formulation, implementation, and evaluation of public policies. This requires a thorough understanding of political dynamics and institutions, a knowledge of management tools and data management, and competence in research methodology and statistical techniques. Further, familiarity with a policy field and the contributions of related disciplines, particularly economics, is a distinct advantage to both the teacher-researcher and the policy analyst-manager.
Public Policy	
Faculty	The Department of Political Science has 19 full-time faculty members. More than half of these faculty members are teaching in the policy studies graduate programs. In addition, faculty in the Departments of Public Administration and Economics teach in the M.A. and Ph.D. curricula.
Research	Graduate students have opportunities to perform research with the policy analysis group, with the Institute for Public Affairs, with individual faculty members, and on research grants. Opportunities exist for field experience in various governmental agencies.
Ph.D. Admission	Admission to the Ph.D. program is open to students with either a bachelor's or a master's degree. Students with degrees in political science, economics, public administration, sociology, psychology, engineering, social work, business, law, medicine, or journalism are encouraged to apply. An undergraduate applicant should have a grade-point average of 3.0; a graduate applicant 3.5. In addition, all applicants must submit the results of the Graduate Record Examination and at least three letters of recommendation from faculty persons familiar with the applicant's work. Admission will be based on an overall assessment of the individual's record.
Candidacy	The work of all individuals admitted to the doctoral program will be formally evaluated at the end of the first two semesters (at least 18 credit hours of study) at which time one of the following recommendations is made: (1) admission to candidacy for the doctoral degree; (2) admission to the master's degree program in public policy studies; or (3) termination.
	The program of each person admitted to the doctoral program is designed

in accordance with his or her career objectives and previous training. A complete description of the Ph.D. program and course requirements may be obtained by writing the Director of Graduate Studies, Department of Political Science, West Virginia University, Morgantown, WV 26506. This should be done before application to the program. The following constitute the formal minimum requirements of the program:

**Minimum
Requirements**

- Public Policy Core (24 hours).
- Policy Research Methods (12 hours).
- Economics (6 hours).
- Policy Field (12 hours).
- Elective Sub-field of Specialization (9-12 hours).
- A dissertation in accordance with individual career goals (24-27 hours).
- Passage of comprehensive written and oral examinations.

In order to remain in good standing, students must maintain a 3.0 cumulative average and receive a 3.0 average in each semester for which they are enrolled. Students are required to spend at least one year (two semesters) in residence enrolled in a full-time graduate program of no less than nine semester hours each semester. All graduate students must enroll in POLS 499 (Colloquium) each semester in residence.

**GPA
Residency**

The department has a number of assistantships and fellowships available for students in the public policy specialization. Students interested in financial assistance should apply directly to the Department of Political Science. Graduate assistants may enroll for no more than nine credit hours per semester (excluding colloquium)

**Financial
Aid**

Political Science (POLS)

210. *The American Presidency*. I, II. 3 hr. Institutional, behavioral, and societal forces which have given rise to the modern presidency; factors which enhance and constrain the exercise of the presidential power over those constituencies with which the president must interact; the nature and consequences of the presidential decision-making process; desirability and/or feasibility of reforming the presidency.

211. *Political Parties and Electoral Processes*. II. 3 hr. Parties and elections in America; emphasis on nomination processes, general elections, campaigns, mass media, campaign finance, voting, electoral college, and parties in government.

212. *Judicial Politics*. II. 3 hr. The role of courts and judges in the American political process. Topics include the structure and process of courts, factors involved in judicial decision-making, and the appropriate role of courts in matters of public policy.

213. *American Constitutional Law*. I. 3 hr. The role of the Constitution in the American political system. Topics covered include the political concept of constitutionalism; the role of the Supreme Court in the political process; division of powers among the three branches of government; and the constitutional relation between the national government and the states.

214. *Civil Liberties in the U.S.* I, II. 3 hr. Issues in constitutional law concerning personal liberties against government action. Topics include free speech, press and association; religious freedoms; abortion; the right to privacy; due process of law; and criminal procedure safeguards.

215. *Law and Public Policy*. I, II, S. 3 hr. Advanced examination of the role of courts in policy-making, including agenda-setting and formulation by courts, the outcomes of policy litigation, and the politics of legal reform.

216. *Public Opinion and Politics*. I, II. 3 hr. In depth treatment of the origins, content, and impact of public opinion in American politics; political ideology, partisanship, socialization, mass media, opinion polls, and survey research techniques.

217. *Interest Groups and American Democracy*. I, II, S. 3 hr. The role of interest groups in American politics, focusing on their distribution and internal dynamics, their involvement in campaigns and elections, their influence on public policy, and their place in a democratic system.

218. *The Legislative Process*. II. 3 hr. Structure and organization of legislative bodies, powers of legislature, detailed study of law-making procedures, influences of outside forces.

221. *West Virginia Government and Administration*. I, II. 3 hr. Organization and operation of the state government of West Virginia.

225. *Urban Politics*. I. 3 hr. Legal basis, structure, processes, and politics of urban governments and cooperative-conflict relations with other governmental units.

226. *Problems of State and Local Government*. I, II. 3 hr. PR: POLS 120 or equiv. Change processes in state and local systems in the context of federalism.

231. *Criminal Law, Policy and Administration*. I, II. 3 hr. Legal and administrative approach to policy issues in crime and punishment. Focuses on the criminal law, court decisions, and implementation of law and policy in the criminal justice field.

233. *Politics of Social Welfare Policy*. I, II. 3 hr. Questions of poverty and inequality; who are the poor, what causes economic inequality, what have been governmental and private solutions, and what successes and failures have there been in the war against poverty?

234. *Politics of Economic Policy*. I, II. 3 hr. An examination of U.S. economic policy, with an emphasis on the political considerations that influence policy development and implementation; government regulation, taxation, and spending.

235. *Civil Rights Policy and Politics*. II. 3 hr. Analysis of the law, politics, and policy related to discrimination in public accommodations, voting, education, housing and employment based on race, gender, national origin, handicapped status and age.

236. *Energy Policy and Politics*. II. 3 hr. An examination of U.S. energy policies and politics, with particular emphasis placed on the development and implementation of energy policies since 1973.

238. *Politics of Environmental Policy*. I. 3 hr. Examines the formulation and evaluation of United States environmental policy.

242. *American Administrative Systems*. I. 3 hr. Analysis of the nature and processes of American public administration (political, legal, economic, and social conditions), including the role of the bureaucracy in a democracy. (Equiv. to PUBA 242.)

244. *Administrative Law*. II. 3 hr. PR: POLS 140 or consent. Administrative powers and limitations, procedure in administrative adjudication and rule-making, discretion, ultra vires as a check on administrators, notice and hearing, administrative penalties, judicial control and administrative liability.

250. *Government of Japan*. II. 3 hr. Survey of political institutions and governmental process of Japan with special emphasis on the analysis of political problems in the post-war period.

251. *Government of Soviet Union and Eastern Europe*. II. 3 hr. Survey of the political nondemocratic governments of the Soviet Union and its Eastern European satellites, with special reference to the guiding role and development of Marxism-Leninism.

253. *Western Democratic Governments*. I. 3 hr. Examination of the government and politics of selected western democracies. Included are Canada, Great Britain, France, and West Germany.

254. *Government of China*. I. 3 hr. Survey of political institutions and governmental process of Communist China with a special emphasis on the analysis of political problems since 1949.

255. *Governments of Latin America*. I. 3 hr. Comparative study of the major nations of Latin America.

256. *Governments of the Middle East*. II. 3 hr. Governments and political forces of the Middle East.

258. *Politics of Africa*. II. 3 hr. Historical legacies and current political processes of tropical African countries.

261. *International Organization*. II. 3 hr. Agencies created since the close of World War II. Some reference to development of international law and United Nations.

263. *Public International Law*. I. 3 hr. Law governing relations among nations, including development of rules, means of enforcement, and conflicts between theory and practice.

264. *Conduct of American Foreign Relations*. I. 3 hr. Concepts about and factors influencing the formulation and execution of United States foreign relations; analysis of past policies and current issue areas in relations with major developed and developing nations and international organizations.

265. *Politics, Ethics and War*. II. 3 hr. PR: POLS 160 or consent. An examination of the relationship between politics, ethics and war with special reference to nuclear weapons and strategies. Emphasis on the causes of the nuclear dilemma.

266. *Soviet Foreign Policy*. II. 3 hr. Concepts about and factors influencing the formulation and execution of Soviet foreign relations; analysis of past policies and current issue areas in relations with major developed and developing nations and international organizations.

267. *Latin America in International Affairs*. II. 3 hr. Relations of Latin American states among themselves, with the United States, the United Nations, regional organizations, and nonwestern states. Analysis in depth of the Monroe Doctrine and its corollaries and the inter-American system.

268. *International Conflict*. I, II. 3 hr. PR: POLS 160 or consent. Conflict in international relations, particularly armed conflict between nations. The role of force, impact of modern technology and nuclear weaponry, theoretical and research approaches to causes of conflict and modes of conflict resolution.

269. *Far Eastern International Relations*. II. 3 hr. International relations of Far Eastern countries with emphasis on historic roots of recent conflicts, the competitive role of the United States and the Soviet Union, confrontation between the communist and anticommunist countries in the region, and the regional cooperation and security problems in the post-war period.

272. *Recent and Contemporary Political Thought*. I. 3 hr. Examination of integral liberalism and the forces leading to the decline of liberalism and a critical analysis of the fascist and communist ideologies with their threat to the traditions of western civilization embodied in Christianity and conservatism.

273. *American Political Theory*. I, II. 3 hr. Major political ideas and their influence upon American society and government from the seventeenth century to present.

275. *Psychological Theories of Politics*. II. 3 hr. Introduction to rational choice theory and various psychological theories of politics; application of psychological theories to both international relations and American politics.

279. *Analysis of Political Behavior*. II. 3 hr. Examines political behavior in terms of recent behavior theories emanating from a variety of disciplines.

299. *Special Topics*. I, II. 1-3 hr.

300. *Introduction to Policy Research*. I. 3 hr. Introduction to the research methods and techniques used in policy analysis. Topics include logic of inquiry, research designs, measurement, and survey and unobtrusive research (3 hr. seminar.)

310. *Intergovernmental Relations*. I. 3 hr. Examination of the politics and policy consequences of intergovernmental relations in the United States. Topics include the development of intergovernmental relations, regulatory federalism, and intergovernmental fiscal relations. (3 hr. seminar.)

330. *Policy Analysis*. I. 3 hr. Overview of the field of public policy studies. The issues and problems involved in studying policymaking, and assessment of policy analysis as a mode of thinking and inquiry. (3 hr. seminar.)

331. *Economic Analysis of Public Policies*. 3 hr. Application of economic analysis to questions of public policy. Consideration of problems of public goods and usefulness of cost benefit analysis to policymaking. (Equiv. to ECON 343.)

336. *Politics of Agenda Setting*. I, II. 3 hr. Examines the confluence of social, economic, and political influences on the development of public problems and their placement on the policy agenda. (3 hr. seminar.)

345. *Public Administration and Policy Development*. II. 3 hr. PR: POLS 140 or consent. Decision-making and policy development in the administrative process by the case method. (3 hr. seminar.)

351. *Politics of Planned Development*. I. 3 hr. Political aspects of social, economic, and technological change, with special reference to the politics of development planning and administration. (3 hr. seminar.)

355. *Comparative Public Policy*. I, II. 3 hr. Comparison of public policy outputs in several western European countries and Japan with emphasis on the analysis of variables that account for variations in distributive, regulative, and extractive policies. (3 hr. seminar.)

360. *International Public Policy Analysis*. II. 3 hr. Provides a bridge between the conventional study of international relations and the analysis of externally directed public policy. Introduces the graduate student to specific policy areas such as international trade, aid, resources, and security policy. (3 hr. seminar.)

400. *Quantitative Methods for Policy Analysis*. II. 3 hr. PR: POLS 300 and STAT 311, or equivalents. Application of range of statistical techniques in public policy research. Includes use of selected computer software commonly used in policy analysis.

401. *Advanced Quantitative Methods*. I. 3 hr. PR: POLS 400 or equivalent. Advanced topics in quantitative methods for policy research. Methods surveyed include multiple linear regression, time-series analysis, causal modeling and linear programming.

403. *Internship*. I, II. 6-9 hr. per sem.; students may enroll more than once. PR: Consent.

410. *Seminar in Judicial Politics, Policy, and Law*. I. 3 hr. Judicial influence on American public policy with emphasis on the political theory of American law, the agenda of disputes, the formulation of public policy by courts, and the effects of judicial policy on politics. (3 hr. seminar.)

429. *Seminar in State and Local Government*. I, II. 3 hr. PR: Consent.

430. *Seminar: American Policy Process*. I. 3 hr. A survey of the literature which deals with how various institutions and linkage mechanisms in U.S. politics affect the public policy process. (3 hr. seminar.)

435. *Public Policy Evaluation Research*. II. 3 hr. Methods and techniques in evaluating public policies. Topics include the relation of policy analysis to policymaking; types of evaluation; planning evaluations; alternative evaluation designs; measuring program consequences; problems of utilization; and the setting of evaluation research. (3 hr. seminar.)

438. *Seminar in Public Policy Implementation*. II. 3 hr. Research seminar focusing on factors influencing the capacity of government to deliver services. Includes an examination of how socio-economic conditions, technology, public opinion, interest groups, institutional actors, and decision-making variables influence policy outcomes. (3 hr. seminar.)

439. *Seminar in Policy Analysis*. I, II. 3 hr. PR: POLS 335 or consent. This course requires students to conduct an original piece of quantitative policy research. Designed for advanced students, the course is taken following the completion of the department's research methods sequence. (3 hr. seminar.)

441. *Directed Reading and Research in Public Administration*. I, II. 2-4 hr. per sem.; students may enroll more than once. PR: POLS 140 or consent.

480. *Thesis*. I, II. 2-6 hr.

491. *Advanced Study*. I, II. 1-6 hr. PR: Consent.

497. *Research*. 1-15 hr.

499. *Colloquium*. I, II. 1-6 hr.

Psychology

Philip N. Chase, Chairperson of the Department

101-A Oglebay Hall

Degrees Offered: Master of Arts, Doctor of Philosophy

Admission

Students are admitted only at the beginning of the fall semester. Application must be completed by the preceding February 1. Acceptance is based on:

- Adequate academic aptitude at the graduate level as measured by the Graduate Record Examination;
- A minimum grade-point average of 3.0;
- Personal qualities which are predictive of success in graduate study and satisfactory professional placement after graduation; and
- Adequate preparation in the biological and social sciences, experimental psychology, and statistics.

GPA

By permission, deficiencies in preparation may be made up after admission to the department. **Students are expected to maintain a 3.0 average in their psychology courses and must have a final 3.0 average in all psychology courses attempted.**

Graduate courses in psychology are open only to regular graduate students except by special departmental permission.

Two years of full-time study with a minimum of 48 hours of credit are required for the M.A. degree. Six hours of credit may be counted for the M.A. thesis. The following options are available for the M.A. degree:

M.A. Options

- *Intermediate Degree for Ph.D. Candidates.* Students who are accepted into one of the Ph.D. programs are required to complete an M.A. thesis and will receive the M.A. degree upon completing the thesis and credit-hour requirements.

- *Professional M.A. Degree in Clinical Psychology.* This program prepares the student for work in community mental health centers, medical facilities, mental health and mental retardation institutions, and school systems. A six month, full-time internship is required, and a thesis is *optional*.

Ph.D.

The doctoral programs aim to prepare a small number of well-qualified psychologists for three types of careers:

- Teaching, research, and practice in behavior analysis;
- Teaching and research in lifespan developmental psychology; and
- Teaching, research, and practice in clinical psychology. A calendar year in an approved internship setting is required of all clinical students.

Screening Examination

Students are accepted for study toward the Ph.D. degree upon entry into the department. They are formally admitted to doctoral study only after completion of the master's degree or its equivalent and may be subject to a screening examination to determine their readiness for doctoral work. Prior to admission to doctoral candidacy, the student will complete a comprehensive preliminary examination in which competence must be demonstrated in a major area of specialization and other areas of psychology.

Upon passing the preliminary examination, the student is formally promoted to candidacy for the doctorate. For those students required to complete an internship as a part of their training, the internship setting must be approved by the appropriate program committee. In the clinical psychology programs, the internship must be approved by the program and by the Director of Clinical Training.

After completion of dissertation research and all other requirements, the candidates take a final examination, written and oral, concerning their major emphasis and the dissertation.

Psychology (PSYC)

213. *Directed Studies*. I, II, S. 1-3 hr. PR: Consent. (No more than 10 hours may be applied to the 42 hours of psychology to which undergraduate majors are limited.) Individually supervised reading, research and/or classroom management projects.

218. *History and Systems of Psychology*. I, II. 3 hr. PR: One 100-level psychology course; junior or senior psychology major or consent. A survey of psychology from its origins in philosophy, biology, and physics through the several major schools of psychological thought to modern perspectives of behaviors.

223. *Cognition and Memory*. I. 3 hr. PR: PSYC 1, and 102; junior or senior psychology major or consent. Theoretical and empirical issues in human learning and memory with emphasis on mechanisms of memory, language, verbal behavior, and conceptual processes.

224. *Conditioning and Learning*. I, II. 3 hr. PR: PSYC 171; junior or senior psychology major or consent. Survey of research in operant conditioning and its implications for behavior theory and applications.

225. *Perception*. I, II. 3 hr. PR: PSYC 102; junior or senior psychology major or consent. Survey of the structure and function of human sensory systems (primarily visual and auditory), perceptual issues and theories.

232. *Physiological Psychology*. I, II. 3 hr. PR: PSYC 131; junior or senior psychology major or consent. Introduction to the physiological mechanisms of behavior.

242. *Prenatal and Infant Behavior*. I. 3 hr. PR: PSYC 141; junior or senior psychology major or consent. Early influences upon behavior and development; behavioral genetics, hazards of prenatal development, sensory-motor development, language development, and socioemotional development.

243. *Child and Adolescent Behavior*. II. 3 hr. PR: PSYC 141; junior or senior psychology major or consent. Theory and research on major psychological processes in childhood and adolescence; maturation, personality, socialization, sensory, and cognitive development.

245. *Adulthood and Aging*. I. 3 hr. PR: PSYC 141; junior or senior psychology major or consent. Cognitive and personality changes from maturity to old age; psychological reactions to physiological change and to the establishment and dissolution of family units; problems of adult intergenerational differences.

251. *Social Psychology*. II. 3 hr. PR: One 100-level psychology course; junior or senior standing. Social factors which determine human behavior; survey of the results of laboratory research in social psychology and their implications for social phenomena.

262. *Psychological Assessment*. II. 3 hr. PR: One 100-level psychology course and junior or senior psychology major or instructor consent. Theory and practice in development and use of psychological assessment procedures. Includes intelligence testing, behavioral assessment, and interviewing.

263. *Comparative Personality Theory*. I, II. 3 hr. PR: One 100-level psychology course; junior or senior psychology major or consent. Theoretical and empirical readings in a survey of major perspectives in personality theory, including dynamic, cognitive, humanistic, and behavioral.

264. *Psychology of Adjustment*. I. 3 hr. PR: One 100-level psychology course and junior or senior standing. Dynamic principles of human personality adjustment.

274. *Survey of Behavior Modification*. I, II. 3 hr. PR: PSYC 171; junior or senior psychology major or consent. Behavior therapy and modification including desensitization, covert sensitization, interpersonal skill training, aversion techniques, and applied behavior analysis employing operant principles.

279. *Community Psychology*. II. 3 hr. PR: One 100-level psychology course; junior or senior psychology major or consent. Psychological principles applied to treatment and intervention at the community level; manpower development, organizational change, and systems analysis.

281. *Abnormal Psychology*. I, II. 3 hr. PR: One 100-level psychology course; junior or senior standing. Major categories of behavior disorders; etiology, prevention, and treatment.

282. *Exceptional Children*. I, II. 3 hr. PR: PSYC 141; junior or senior psychology major or consent. Exceptional mental retardation or advancement; organic disabilities having behavioral consequences, such as cerebral palsy or deafness; and behavior disorders.

295. *Seminar in Psychology*. I, II. 3 hr. (May be repeated for credit.) PR: One 100-level psychology course; junior or senior psychology major or consent. Presentation and discussion of selected topics.

297. *Honors Investigation and Thesis*. I, II. 3 hr. (May be repeated for credit; max. credit 6 hr.). PR: junior or senior psychology major and admission to Honors Program in Psychology. Supervised readings and investigation culminating in the honors thesis.

311. *Research Design and Data Analysis 1*. I. 3 hr. Principles of experimental design in psychology including group and single subject methodologies. Topics include: (1) internal and external validity; (2) simple and complex analysis of variance; and (3) reversal and multiple baseline designs.

312. *Research Design and Data Analysis 2*. II. 3 hr. PR: PSYC 311 or consent. Inferential statistics, simple correlation and regression, multiple correlation and regression, partial correlation, analysis of covariance, analysis of variance of designs with unequal cell sizes.

313. *Directed Study*. I, II, S. 1-3 hr. per sem. PR: Consent. Directed reading and research in special areas. (Undergraduates register for such projects under PSYC 213.)

315. *Multivariate Analysis*. I or II. 3 hr. PR: PSYC 311, or equiv., and consent. Correlational methods in psychology with application to typical research problems. Includes simple matrix algebra, multiple correlation, discriminant analysis, and an introduction to factor analysis. (Equiv. to STAT 341.)

316. *Correlational and Quasi-Experimental Designs*. I. (Alternate Years.) 3 hr. PR: PSYC 311 and 312 or equiv. Consideration of the methods, measurement, and analysis of nonexperimental research. Includes survey, correlational, and quasi-experimental designs; questionnaire and attitude scale construction; nonreactive measurement techniques; and data analysis.

318. *Ethical and Legal Issues*. II. 2 hr. The ethical standards for psychologists are applied to research and clinical problems. The legal regulations and contemporary issues in mental health are studied.

319. *Professional Issues in Behavior Analysis*. 1 hr. PR: Graduate standing in psychology; consent. Survey of professional issues in general psychology as they relate to a behavior analysis approach.

320. *Experimental Analysis of Behavior*. I. 3 hr. PR: Graduate standing in psychology or consent. Research and theory in the psychology of learning. Assessment of traditional and behavior analytic approaches to the study of positive reinforcement, aversive control, and stimulus control. Laboratory work with animals.

321. *Human Behavior*. I. 3 hr. PR: PSYC 320. Review of the role of basic human operant research in testing the generality of animal-based behavior principles, analyzing phenomena that are specific to humans, extending behavior analysis to traditional psychological problems.

323. *Applied Behavioral Research*. II. 3 hr. PR: PSYC 320. An examination of conceptual and empirical issues in applied behavior analysis as illustrated by recent research. The continuum from laboratory to applied research is emphasized.

324. *Organizational Behavior Management*. I. 3 hr. PR: PSYC 320 and 323 or consent. Introduction and comparison of behavioral and systems concepts, methods and models as they apply to organizations, administration, and human service management.

333. *Seminar: Quality of Work Life*. II. 3 hr. PR: Consent. Analysis of current trends and approaches in "quality of work life improvement," with special attention to developments in participative management, job enrichment and gain sharing. Results of current research are featured. (Equiv. to ILR 333.)

340. *Advanced Developmental Issues and Methodology*. II. (Alternate Years.) 3 hr. Developmental issues including historical perspectives, validity, theoretical systems, and growth models are presented along with research methods and designs employed in life-span developmental psychology.

344. *Infant Behavior and Development*. I. (Alternate Years.) 3 hr. Examination of theories of infancy and evaluation of current research literature in the areas of cognitive, perceptual, language, and social development. Prenatal and neonatal development are emphasized. Related social issues will be discussed.

345. *Child Behavior and Development*. II. (Alternate Years.) 3 hr. Examination of the psychological literature on developmental changes in such areas as learning, cognition, language, social relations, and personality during early, mid and late childhood. Experimental research and theory are emphasized and implications for life-span development are discussed.

346. *Adulthood and Aging*. I. (Alternate Years.) 3 hr. Comparative theories of life-span development; current issues in research on adulthood and aging, including personality and socialization, age norms, biological change in adulthood and aging.

352. *Community Psychology*. I. (Alternate Years.) 3 hr. Psychological principles and research findings at the community level are applied to various types of intervention strategies. Manpower utilization, needs assessment, the community mental health movement, complex organization theory and behavioral systems analysis are included.

364. *Child Behavior Modification*. II. 3 hr. Assessment, intervention, and evaluation strategies appropriate for childhood disorders and based on behavior modification principles derived from learning theory.

375. *Fundamentals of Gerontology*. II. 3 hr. PR: MDS 50 or consent. An advanced multidisciplinary examination of current research in biological, psychological, and sociological issues of human aging and the ways in which these impinge on the individual to create both problems and new opportunities. (Also listed as BIOL 375.)

379. *Introduction to Clinical Psychology*. I. 2 hr. PR: Graduate student in psychology or consent. Basic interviewing skills and current problems in the practice of clinical psychology.

380. *Adolescence and Young Adulthood*. I. (Alternate Years.) 3 hr. Examination of psychological, psychiatric, and sociological research and theory as they pertain to these phases of the life span. Addresses socioemotional and affective development, cognition, puberty, peer group and familial relationships, labor force entry, and parenthood.

381. *Behavior Pathology*. II. 3 hr. PR: PSYC 281 or equiv. Advanced study of diagnostic classification, functional analysis, and experimental research in psychopathology of child, adult, and geriatric adjustment problems.

397. *Master's Thesis*. I and II. 1-6 hr. PR: Consent.

411. *Advanced Topics in Single-Subject Research*. II. (Alternate Years.) 3 hr. PR: PSYC 311 and 320. Critical evaluation of single-subject designs in basic and applied research. Major topics include single-subject methodology's historical and conceptual bases, its relationship to group-statistical methods, and its role in behavioristic psychology.

417. *Research Issues in Behavior Analysis*. (Alternate Years.) 3 hr. (May be repeated for credit with consent.) PR: Consent. Examination of research issues in general psychology as approached from a behavior analytic perspective. Specific topics vary from year to year.

419. *Seminar Methodology*. I or II. 2 hr. per sem. PR: Consent. Current problems in statistics and research or instructional methods.

420. *Reinforcement and Punishment*. II. (Alternate Years.) 3 hr. PR: PSYC 320. Theories of response acquisition, maintenance, and suppression are examined in the context of recent experimental work with animal subjects.

421. *Behavior Theory and Philosophy*. I. (Alternate Years.) 3 hr. PR: PSYC 320 or equiv. A critical review of theories, concepts, and methods of psychology. Cognitive and methodological behavioral perspectives are contrasted with the radical behavioral perspective.

423. *Practicum Seminar in Behavior Analysis*. II. 3 hr. PR: PSYC 323 and PSYC 324 or consent. Supervised applied behavior analysis experience integrated with a seminar which will emphasize group solutions to problems that individuals encounter in students' applied projects. Progress and final project reports will be presented and evaluated. (1 hr. seminar; 2 hr. practicum.)

424. *Social Behavior*. I. (Alternate Years.) 3 hr. A learning approach to social psychology that will include both basic and applied problem areas. The area of social exchange such as cooperation, competition, and negotiation will be emphasized.

425. *History and Systems*. I. (Alternate Years.) 3 hr. The history of psychology is traced from European philosophy to the emergence of psychology in the United States. Emphasis is placed on the development of psychology in the United States leading to current theory and research.

426. *Stimulus Control and Memory*. II. (Alternate Years.) 3 hr. PR: PSYC 320 or consent. Contemporary review of basic research in stimulus control and memory emphasizing behavior theory.

427. *Behavior Analysis Practicum*. I, II, S. 1-6 hr. PR: PSYC 318 or consent. Supervised applied behavior analysis experience in an approved setting.

428. *Seminar in Behavior Analysis*. II. 3 hr. (May be repeated for credit with consent.) PR: Consent. Current research and problem areas in the learning approach to behavior analysis. The topic of a given seminar may be either a basic research or an applied research problem area.

436. *Seminar in Learning and Cognition*. II. (Alternate Years.) 3 hr. (May be repeated for credit with consent.) PR: Consent. Topical seminar on developmental aspects of learning and cognition. Specific topic examples include the role of imagery in learning and memory; theoretical analyses of age changes in discriminative learning and transfer; rules and rule-governed behavior.

437. *Practicum in Developmental Psychology*. I, II, S. 1-6 hr. PR: Consent. Provides experience in a wide range of applied settings. Sites are chosen to accommodate exposure to the entire life-span from infancy through old age. Supervising responsibilities are determined by the instructor-in-charge in the agency.

438. *Seminar: Early Development*. II. 3 hr. (May be repeated for credit with consent.) PR: Consent. Developmental processes during early childhood are explored with emphasis on theoretical models, methodological and research issues, and experimental design. The specific topic depends on the instructor.

442. *Topical Seminar: Life-Span Development*. I, II. 1-3 hr. (May be repeated for credit with consent.) PR: Consent. Topical seminar exploring a particular period of the life span, e.g., adolescence, or perspectives on the life span, e.g., cross-cultural perspectives on the life cycle.

443. *Topical Seminar: Personality and Socialization*. II. 3 hr. (May be repeated for credit with consent.) PR: Consent. Topical seminar on current issues in personality and socialization over the life-span or during selected periods of the life span.

451. *Clinical Service Management*. I. (Alternate Years.) 3 hr. PR: Consent. (Specifically designed for doctoral students in psychology.) An overview of research and intervention strategies in administration and management of complex human service organizations from a behavioral psychology perspective.

453. *Systems Intervention and Consultation*. II. (Alternate Years.) 3 hr. PR: Consent. (Specifically designed for doctoral students in psychology.) Consulting in complex organizations such as industry, community mental health centers, mental hospitals, facilities for the retarded, etc. Systems entry and maintenance are stressed as well as complex organizational theory and behavioral systems analysis.

456. *Program Evaluation in Clinical Services*. II. (Alternate Years.) 3 hr. (Specifically designed for doctoral students in psychology.) Examines the nature, method, and process of evaluative research, especially as it applies to social and behavioral treatment and service delivery programs.

457. *Systems Practicum in Clinical Services*. I, II, S. 1-6 hr. PR: Consent. (Specifically designed for doctoral students in psychology.) Supervised experience in the application of behavioral systems analysis and intervention in complex organizational settings.

464. *Family and Marital Therapy*. II. (Alternate Years.) 3 hr. PR: Clinical experience and/or relevant course practica; graduate standing; at least one upper-division course in behavior therapy or equivalent. Examines both theoretical and practical aspects of the assessment and treatment of family and marital difficulties.

467. *Child Clinical Practicum*. I, II, S. 1-6 hr. PR: Consent. Supervised field experience in various aspects of delivering psychological services directly or indirectly to children. Experience in assessment, treatment, program design, administration, and evaluation.

468. *Seminar in Child Clinical Psychology*. II. (Alternate Years.) 3 hr. Current issues and research related to a particular area of clinical psychology involving children.

470. *Behavioral Assessment 1*. I. 3 hr. Conceptual and methodological bases for behavioral assessment; comparison of trait-oriented versus behavioral assessment; design and evaluation of measurement systems, particularly self-report, ratings by others, and direct observation, within the basic framework of generalizability theory.

471. *Behavioral Assessment 2*. II. 3 hr. PR: PSYC 470, consent. Evaluation of clinically relevant behavior and environments by means of testing and other methods. Includes test selection, administration, and report writing.

477. *Clinical Psychology Practicum*. I and II. 1-6 hr. per sem. PR: Consent. Supervised practice of psychological techniques in clinics or institutional settings; experience in psychological testing, interviewing, report writing, case presentation, interpretation of tests and supportive counseling.

479. *Seminar: Clinical*. I or II. 3 hr. PR: Consent. Research and problems in clinical psychology.

- 480. *Clinical Neuropsychology*. II. 1-4 hr. Neuroanatomical foundations, neurobehavioral disorders, neuropsychological assessments, and psychopharmacological principles and practices relevant to clinical psychology.
- 481. *Psychophysiology*. II. (Alternative Years.) 3 hr. PR: 3 hr. of physiological psychology or consent. The current state of theory, methods, and findings concerning the association of physiological response systems and psychological states and processes, including biofeedback intervention.
- 482. *Adult Behavior Therapy*. II. 3 hr. Reviews the roots and development of behavioral intervention with adult populations. Applied clinical intervention is stressed in concert with evaluation and research application.
- 490. *Teaching Practicum*. I and II. 1-3 hr. per sem. PR: Consent. Supervised practice in college teaching of psychology.
- 497. *Research*. (Dissertation). I and II. 1-15 hr. per sem. PR: Consent.

Public Administration

David G. Williams, Chairperson of the Department
 302-B Woodburn Hall P.O. Box 6322

Degree Offered: Master of Public Administration

The Department of Public Administration offers a public administration curriculum for graduate students seeking the degree of master of public administration (M.P.A.) or a specialization as part of another graduate degree program. This program provides a professional orientation to the primary facets of public management.

The master of public administration curriculum serves the needs of students from a variety of backgrounds who wish to pursue careers in public service. It directs particular attention to developing an understanding of the management function in the public context as well as preparation in utilizing advanced management techniques applicable to all levels of government—local, state, national, and international—as well as the not-for-profit sector, particularly health and hospital organizations.

The study program is designed to supply an academic foundation for comprehension of the range of processes and management approaches employed in public administration. These include public management theory and practice, personnel administration, budgetary and financial management, organizational dynamics, legal and ethical concerns, practically-oriented research, and leadership. Particular stress is placed on those functions and issues that require the greatest degree of adaptation, innovation, and responsiveness on the part of the professional administrator.

The curriculum reflects the diversity of skills required by all levels of government. The range of needs is broad in scope; students apply from diverse backgrounds, including political science, other social sciences, physical sciences, humanities, and from positions in public service, not-for-profit, and private sectors.

The M.P.A. degree requires the completion of 47 credit hours. The general requirements are listed below. These general requirements can be tailored to individual students' needs with revisions agreed upon by both

**Master
 of Public
 Administration**

Curriculum

**Credit
 Hours**

student and advisor.

- Seminar** • Integrative seminar (one credit hour): Orientation to professional skills and program content (PA 350).
- Foundation Courses** • Foundation courses (13 credit hours): Public management theory and practice (PA 310), public financial management (PA 320), methods for public administration research (PA 330), and legal and political foundations (PA 340).
• Integrative seminar (one credit hour): Integration of foundation courses and career preparation (PA 451).
- Advanced Courses** • Advanced courses (nine credit hours): Public budgeting (PA 420), applied research in public administration (PA 430), and public personnel administration (PA 441).
- Electives** • Elective courses (12 credit hours): Selections from a wide range of specialized public administration elective courses and elective courses offered in other fields.
- Internship** • Internship (nine credit hours): Public administration internship (PA 403) and project paper (PA 404).
• Integrative seminar (two credit hours): Application of course concepts to planned change in public organizations (PA 452).
- Degree Completion** It usually takes four semesters for full-time students to complete the M.P.A. degree. Course work can be completed in two semesters and a summer. In addition, the internship is generally one semester in length, although a variety of internship arrangements are possible. For those individuals who have had substantial public service experience, internship credit can be awarded.
- Health Administration** Elective courses are offered in health care administration for students who desire to specialize in this area as part of the M.P.A. degree. A certificate program is also available. Check at the department for details.
- Joint Degrees** The department has established both joint degree and double degree programs with a number of other graduate programs. A joint J.D./M.P.A. degree program has been established with the College of Law to provide preparation in both law and public administration. A joint M.S.W./M.P.A. degree has been developed with the cooperation of the School of Social Work to provide preparation for administrators in the social services. Double degree programs may also be arranged with other academic programs and professional schools. Graduate studies regulations permit limited credit from one graduate degree to be applied to a second degree. Students may pursue two degrees and use approved course work for both degrees.
- Recommended Courses** While many tool skills are included in the required courses, it is strongly recommended that students take courses in accounting, statistics, and computer science as part of their undergraduate program. Course work may also be taken at the graduate level in these subjects (200 and above) and counted as elective hours.
- Minor** A graduate minor in public administration may be taken in conjunction with other graduate degrees in the College of Arts and Sciences. In addition, a graduate minor in public administration may be part of graduate degree programs outside the College as approved by the graduate committee for that student.
- At the master's level, a minor consists of 12 hours of course work (PA 310, 320, 340, and one advanced course). At the doctoral level, 15 hours of course work is required (PA 310, 320, 340, and two advanced courses). A grade-point average of 3.0 must be achieved for the courses taken in the graduate minor.

Changes in course requirements within the hour limits may be approved by the Department of Public Administration for students with specialized needs or background experience.

Candidates must meet the WVU general admission requirements for graduation from an accredited college and grade-point average. Admission into the M.P.A. program is competitive with decisions based on: **Admission**

- Application for admission and transcripts (submitted to the Office of Admissions and Records).

- Three letters of evaluation (forms are available from chairperson of the Department of Public Administration), Graduate Record Examination scores or the aptitude test, and a vita. These materials should be submitted to the chairperson of the Department of Public Administration.

In the case of practicing administrators, a record of accomplishment in administrative performance will be weighed heavily in combination with the criteria outlined above.

The deadline for fall or summer applications is April 1; Applicants will be notified around April 15; deadline for January admission is October 15; applicants will be notified around November 1. Decisions on applications will be made during these two periods, although late applications are considered if space is available. **Application Deadline**

Application forms and additional information may be obtained by contacting the chairperson of the Department of Public Administration.

Public Administration (PUBA)

310. *Public Management Theory and Practice*. I, II, S. 3 hr. Graduate level introduction to management theory and practice in the public sector, including contextual influences, administrative behavior and motivation, decision-making, leadership, organizational design, communication and evaluation.

320. *Public Financial Management*. I, II. 3 hr. PR: Consent. Principles and practices of public sector financial management including management control concepts, governmental financial accounting and reporting, analytical and managerial techniques and microcomputer applications to public financial management.

330. *Methods for Public Administration Research*. I, II. 4 hr. PR: Consent. Introduction to the foundations and processes of applied research applicable to public administration, with emphasis upon data collection and analysis. Use of the personal computer for word processing and data analysis is also emphasized.

340. *Legal and Political Foundations*. I, II. 3 hr. PR: Consent. Constitutional-legal basis of American public administration; the policymaking process; administrative agency relationships with executive, legislative and judicial branches; bureaucratic power and legitimacy; and administrative legal process.

345. *Public Administration and Policy Development*. S. 3 hr. Policy development examined in terms of values, process, specific policy cases, alternative "futures" analyses and policy science.

350. *Professional Skills Seminar*. I, II. 1hr. PR: Consent. Orientation to professional skills, program content and expectations, WVU resources in writing and oral presentation, critical thinking and analysis, library research and computer literacy.

403. *Internship*. I, II, S. 6 hr. PR: Consent. A working internship in a government or public service related agency, designed to provide students with an opportunity to gain field experience, and to relate knowledge gained through course work situation. (Graded S or U.)

404. *Public Service Internship Analysis*. I, II, S. 3 hr. PR: PUBA 403, consent. Designed for students enrolled in PUBA 403. Students undertake in-depth analysis of elements of their internship (policy matters, organizational questions, administrative dilemmas, etc.), and prepare a written report.

410. *Administrative Behavior in Public Organizations*. I. 3 hr. PR: Consent. Introduces and familiarizes the student with the nature of individual and group behavior in public organizations and bureaucratic settings.

411. *Public Planning*. S, 3 hr. Principles and practices of government planning including development and management of policy, political and economic context of strategic planning and social planning.

412. *Administrative Ethics and Justice*. II. 3 hr. PR: PUBA 310 or consent. Analysis of ethical issues in public administration. Study of the concepts of distributive and procedural justice and their applications to administrative decision-making.

420. *Public Budgeting*. I, II. 3 hr. PR: PUBA 320 or consent. Advanced study of public budgeting at the federal, state and local levels of government. Emphasis is placed on principles of public finance, budgeting processes and approaches; revenue sources and tax structures; and budget preparation and analysis.

430. *Applied Research in Public Administration*. I, II 3 hr. PR: PUBA 330, consent. Completion of an original, quantitative, applied research project dealing with issues and/or problems in the public sector.

431. *Information Management in Public Administration*. II. 3 hr. Concepts and practice of information management in the public sector; computer applications and their impact on organizational performance as well as public accountability, political and administrative constraints, ethics and privacy.

441. *Public Personnel Administration*. I, II, S. 3 hr. PR: Consent. Concept of merit and ideological roots of merit system; personnel functions in government with emphasis upon acquiring and managing human resources, equity, employee and executive development and problems of patronage and employee relations.

443. *Public Employee Labor Relations*. S. 3 hr. PR: Consent. Provides overview of theory, structures, and issues of public-sector labor relations; specific knowledge and training in processes and behaviors of contract negotiation and contract maintenance; and introduction to conflict management in non-unionized settings.

451. *Integrative Seminar: Professional Foundations*. I, II. 1 hr. PR: Consent. Integrates the professional foundation courses through a case study covering organizational, financial, political, social, analytical and economic factors and prepares students for professional careers through self-assessment of strengths, weaknesses, aptitudes and interests.

- 452. *Capstone Seminar: Strategies for Change*. I, II, 2 hr. PR: Consent. Develops knowledge base and techniques for using Public Administration concepts gained in the curriculum to effect planned change in organizations and cope with its ethical implications
- 491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Focuses on those subjects of most topical concern in public administration.
- 492. *Directed Study*. I, II, S. 1-6 hr. PR: Consent. Directed study, reading and/or research.
- 494. *Special Seminar: (topic)*. II, 1-6 hr. Special seminars arranged for advanced graduate students.

Sociology and Anthropology

Ronald Althouse, *Chairperson of the Department*
 423 Hodges Hall

Degree Offered: Master of Arts

The Department of Sociology and Anthropology offers an emphasis in applied social research leading to the degree of master of arts (M.A.). Students are trained to be able to take positions in government, universities, community agencies, and private industry that require them to design and conduct research for purposes of evaluating policies and programs, documenting social needs, monitoring service delivery, and marketing products and services. The program also serves as a good foundation for students who may later choose to pursue doctoral studies.

Applicants for admission to graduate study must have a bachelor's degree from an accredited institution. Applicants should have their college or university transcripts sent directly to the WVU Office of Admissions and Records. Candidates should also submit three completed "Recommendation Forms" from former professors, supervisors, or employers. Applicants should submit a written statement of why they are interested in the program and in a career in applied social research. An on-campus interview in the department is encouraged. Scores for the Graduate Record Examination are not essential for admission but must be provided before the beginning of classes. Foreign students for whom English is not the native language are required by the University to submit *Test of English As a Foreign Language* (TOEFL) scores (a minimum score of 550 is required) and may be required to participate in the University's language orientation sessions.

Application should be completed by April 1 for admission to the first semester and by November 15 for admission to the second semester. **Students seeking financial assistance must request and submit a separate application form furnished by the department.**

Students with deficient background in sociological theory or methods may be required to do remedial work. Full-time students who are admitted as special provisional students are required to complete 12 hours of approved course work with a B average or better within a year; students who fail to do so are suspended. The department graduate committee assesses all students and determines who will be permitted to continue in the program, with or

Admission

Application Deadline

Remediation

without assistance. Normally, assistance is for no more than two years.

**Degree
Requirements**

The 36 hour program requires 30 hours of course work and either the completion of an applied research report (six hours) based on an analysis of a social program or policy, or a master's thesis (six hours) for students interested in investigating a theoretical problem or methodological issue. During the first three semesters, students are required to enroll in a series of core research courses. These include survey research methods, qualitative research methods, elementary and advanced data analysis, microcomputer use, library research skills, and a seminar in social systems and policy.

Options

The applied problem and thesis options are identical in core course requirements. The applied problem paper consists of an empirical assessment of community needs, problems, policies, and/or programs. It is intended to be advisory to policy makers, decision makers, and service providers. The thesis consists of analysis of a problem in the social scientific literature. It is intended to constitute a scholarly contribution to the discipline. In both options, the student, in consultation with his/her program committee, chooses electives either in the department or elsewhere in the University as a basis for gaining expertise in some specific area of concentration.

Faculty

In addition to instruction in technical skills, faculty furnish an overview of the relationship between policy and research and provide expertise in a broad range of substantive areas, including economic development in Appalachia; gender, racial, and ethnic studies; the sociology of education and work; criminal justice system; health care delivery; injury prevention; community and organizational development; and conflict analysis and resolution.

B.A./M.A.

This special option is available to WVU undergraduate sociology and anthropology majors with a grade-point average of 3.0. By taking nine hours of specified graduate work as elective credit during the senior year, students can complete a 30-credit M.A. in only one year of full-time study. However, students cannot hold an assistantship and still complete the degree in one year. Contact the department chairperson for more details.

Sociology and Anthropology (SOCA)

201. *Sociological Theory*. II. 3 hr. PR: 6 hr. SOCA and senior standing or consent. Systematic analysis of major sociological theories viewed from the historical perspective and in terms of current research.

204. *Complex Organizations*. I. 3 hr. PR: 6 hr. SOCA or consent. The structure and functioning of large-scale, bureaucratic organizations, including studies of industrial organizations, prisons, hospitals, government bureaus, and the military in contemporary society.

205. *Class, Status, and Power*. I or II. 3 hr. PR: 6 hr. SOCA or consent. Analysis of various systems of social inequality. Emphasis on empirical studies describing social class system, distribution of status and power, and patterns of social mobility in America.

211. *Social Research Methods*. I, II. 3 hr. PR: SOCA 1 or 5 or consent. Logic of social research, elements of research design, and problems of measurement, with emphasis on survey research methodology and data analysis.

222. *Community Development*. II. 3 hr. PR: SOCA 122, or 6 hrs. SOCA, or consent. Application of sociological knowledge of structure of communities for planning programs and services. Emphasis on techniques of organizing efforts for community change in developing nations.

223. *Sociology of Rural Life*. I or II. 3 hr. PR: SOCA 1 or consent. Social aspects of rural living. Characteristics of rural population, social structure, and institutional arrangements: family, community, education, religion, recreation, health, welfare, and local government.

230. *The Criminal Justice System*. II. 3 hr. PR: SOCA 132 or consent. A sociological introduction to the criminal justice system. Analysis of police work, court activities, and corrections within the context of American social organization and societal definitions of crime and justice.

231. *Sociology of Law*. I or II. 3 hr. PR: Senior standing and permission of instructor. Development and practice of law as part of social systems; theoretical treatments of the relationship between law and social order; emphasis on issues of class, race, and gender. (3 hr. lec.)

232. *Sociology of Education*. I. 3 hr. PR: SOCA 1 or consent. Education as a social institution, cultural and class influences on education, social roles and career patterns in the school system, the school and problems of the community. (Also listed as Ed. F. 300.)

233. *Sociology of Work and Work Places*. I or II. 3 hr. PR: SOCA 1 or consent. Explores the significance of work and work relations in contemporary society. Emphasis is given to the analysis of employment settings including industrial organizations.

253. *Religion, Magic, and Healing*. I or II. 3 hr. PR: 6 hr. SOCA or consent. Symbolism, magic, ritual, shamanism, sorcery, and concepts of sin and salvation related to peasant and tribal cosmologies will be examined as causes of and remedies for suffering in traditional and modern contexts.

258. *Anthropology of Health and Illness*. 3 hr. PR: 6 hr. SOCA or Consent. Health and Disease, diagnosis, and healing in cross-cultural perspectives; analyses of social, cultural, political, and economic factors in modern and traditional medical systems.

261. *Issues in Crime and Justice*. I or II. 3 hr. PR: Consent. Senior seminar on crime and the social organization of justice. Special focus on problems of professionals in prevention, enforcement, corrections, and institutional reform. Emphasis on recent research, emerging trends, and key policy choices.

290. *Special Topics*. I, II, S. 1-3 hr. PR: 6 hr. SOCA or consent. Topics change so students may enroll more than once.

291. *Honors Seminar*. I or II. 1-3 hr.

293. *Independent Study*. I, II, S. 1-6 hr. per sem. PR: 3.0 grade-point average and written departmental permission. Directed reading or research for students desiring work not available in regular course offerings.

311. *Survey Research Methods*. I. 3 hr. PR: SOCA 211 and Stat.101 or consent. Provides students with an overview of survey research including problem definition, research design, sampling, measurement, instrument construction, project management, ethical considerations, and report writing.

313. *Qualitative Methods*. I or II. 3 hr. Provides students with supervised field experiences in interviewing, participant observation, and other methods of qualitative data gathering, analysis, and presentation.

317. *Data Analysis*. II. 3 hr. PR: Stat. 101 or equiv. Using social science survey data, this course integrates statistics, computer usage, and social science theory to examine alternative methods of analyzing social science data. Makes extensive use of SPSS software package.

318. *Data Analysis*. I. 3 hr. PR: SOCA 317. Continuation of SOCA 317.

319. *Microcomputer Applications*. I. 1 hr. A directed tutorial in selected social science applications of microcomputer use with emphasis on production of research reports. (SOCA majors only.)

322. *Contemporary Sociological Theory*. II. 3 hr. Review of recent trends and orientations in sociology. Theory construction, topologies, mathematical models, and the relationship between theory and research. Review of current literature.

390. *Special Topics*. I, II. 1-3 hr. A graduate course offered as the need arises. Topics change so students may enroll more than once.

391. *Seminar*. I, II. 3-9 hr.

393. *Independent Study*. I, II, S. 1-9 hr. PR: Written departmental consent. Directed reading and/or research in a specialized area of interest.

394. *Thesis or Applied Problem Research*. I, II, S. 6 hr.

395. *Field Work*. I, II, S. 1-6 hr. PR: Departmental consent. Supervised field work.

490. *Teaching Practicum*. I, II. 1-3 hr.

497. *Research*. I, II, S. 1-15 hr.

Statistics

Donald F. Butcher, Chairperson of Department
311 Knapp Hall
Degree Offered: Master of Science

The Department of Statistics and Computer Science offers a master of science with a major in statistics. The master of science degree is intended to qualify the student to assume a professional role in an educational, industrial, or governmental research project, to teach in a junior or senior college, or to undertake advanced training toward a doctorate in statistics or one of the quantitative fields of science.

Because many students receive baccalaureate degrees from colleges which do not offer undergraduate programs in statistics and because historically statistics has been primarily a field of graduate education, a student does not need a degree in statistics to enter the M.S. degree program in statistics. In fact, a good background in engineering, mathematics, or science is a reasonable preparation for graduate work in statistics.

Two options are available for students seeking a master of science in statistics. The two options are:

- Problem Report Option: At least 36 hours of course work including three hours of credit for a problem report.
- Thesis Option: At least 30 hours of course work including six hours of credit for a thesis.

Students are expected to know the material contained in the following courses upon admission to the program. Otherwise, these deficiencies must be removed as early as possible in the student's degree program.

- Single and multivariable calculus (MATH 15, 16, 17 or equiv.)
- Linear or matrix algebra (MATH 241 or equiv.)
- Probability and statistics (STAT 201 or equiv.)

Minimum required courses for either option are:

- STAT 361, 362, 396.
- Fifteen hours from STAT 312, 313, 341, 351, 371, 381.
- One course from STAT 441, 451.
- One course from STAT 390, 392.

Credit towards the degree requirements is not given for STAT 311.

Students must pass two written comprehensive examinations on foundation material and a final oral examination on the thesis or problem report. One comprehensive examination covers the theory taught in STAT 361 and 362; the other covers the applications taught in STAT 312, 313, 341, 351, and 381. These written examinations are normally given in the first four weeks of the semester in which the student expects to graduate. The final oral examination is a defense of the graduate research project required of all students, and it is usually given within four weeks after the student has presented an acceptable copy of the thesis or report to the advisor and graduate committee.

More information concerning graduate studies may be found in *Graduate Programs in Statistics* available from the Department of Statistics and Computer Science.

M.S.

Emphases

Prerequisites

Required Courses

Examinations

Minor Requirements

Any student pursuing a master's degree in the College of Arts and Sciences may complete a minor in statistics by completing the following requirements:

- Prerequisite one year of calculus equivalent to MATH 15 and 16; knowledge of a high-level programming language;
- One six -hour sequence in statistical theory from STAT 261 *Theory of Probability* and STAT 262 *Theory of Statistics* or STAT 361 *Theory of Statistics 1* and STAT 362 *Theory of Statistics 2*.
- An additional six hours of statistics selected from the following courses:

STAT 231 <i>Sampling Methods</i>	3 hours
STAT 312 <i>Statistical Methods 2</i>	3 hours
STAT 313 <i>Design of Experiments</i>	3 hours
STAT 341 <i>Applied Multivariate Analysis</i>	3 hours
STAT 351 <i>Applied Regression Analysis</i>	3 hours
STAT 371 <i>Introduction to Exploratory Data Analysis</i>	3 hours
STAT 381 <i>Nonparametric Statistics</i>	3 hours
STAT 441 <i>Multivariate Statistical Theory</i>	3 hours
STAT 451 <i>Linear Models</i>	3 hours

GPA

- A grade of C or better in all courses completed and a minimum 3.0 GPA for all courses used to fulfill the requirements of a minor in statistics.
- The student's graduate committee must include a member of the faculty of the Department of Statistics and Computer Science.
- The problem report or thesis must include a significant application of statistics or otherwise demonstrate the application of statistical techniques to a research problem.

Ph.D.

A student pursuing a Ph.D. in the Eberly College of Arts and Sciences may complete a minor in statistics by satisfying the following requirements:

- Prerequisites of three semesters of calculus equivalent to MATH 15, 16, and 17; knowledge of a high-level programming language equivalent to completing CS 15.
- Six hours of statistical theory by completing STAT 361 *Theory of Statistics 1* and STAT 362 *Theory of Statistical Theory 2*.
- Twelve hours selected from these courses:

STAT 312 <i>Statistical Methods 2</i>	3 hours
STAT 313 <i>Design of Experiments</i>	3 hours
STAT 341 <i>Applied Multivariate Analysis</i>	3 hours
STAT 351 <i>Applied Regression Analysis</i>	3 hours
STAT 371 <i>Introduction to Exploratory Data Analysis</i>	3 hours
STAT 381 <i>Nonparametric Statistics</i>	3 hours
STAT 441 <i>Multivariate Statistical Theory</i>	3 hours
STAT 451 <i>Linear Models</i>	3 hours
- A grade of C or better in all courses, and a GPA of 3.0 for all courses used to meet the requirements of the minor.
- The student's graduate committee must include a member of the faculty from the Department of Statistics and Computer Science.
- Statistics must be one of the areas included in the comprehensive examinations.

Statistics (STAT)

201. *Introduction to Probability and Statistics*. I, II. 3 hr. PR: MATH 16. Probability, random variables, discrete and continuous probability distributions, joint probability distributions, expected value. The central limit theorem. Point and interval estimation and tests of hypotheses. Chi-square tests, linear regression, and correlation.

212. *Intermediate Statistical Methods*. I, II. 3 hr. PR: STAT 101 or 201 or equiv. Extension of basic concepts of statistical inference: estimation and hypothesis testing for more than two populations, multiple regression and correlation, curvilinear regression, analysis of variance and covariance.

213. *Introductory Design and Analysis*. II. 3 hr. PR: STAT 212. Introduction to the linear model, the complete and fractional factorial experiment, and the completely random, randomized complete block, Latin square, and split-plot experimental designs.

221. *Statistical Analysis System (SAS)*. I, II. 3 hr. PR: STAT 101 or 201 or equiv., and CS 1 or equiv. Introduction to the use of the Statistical Analysis System (SAS), a statistical computer program. Students will perform statistical data analysis, data file modifications, and statistical report writing.

231. *Sampling Methods*. I. 3 hr. PR: STAT 101 or 201 or equiv. Methods of sampling from finite populations, choice of sampling unit, and sample survey design. Estimation of confidence limits, and optimum sample size. Single and multistage sampling procedures.

251. *Data Analysis*. II. (Alternate Years.) 3 hr. PR: STAT 213. Computer analyses of simulated or real unbalanced data using a matrix approach to linear models. The techniques will include least squares analysis of variance and covariance, multiple and polynomial regression, and multiple discrimination.

261. *Theory of Probability*. I. 3 hr. PR or Conc.: MATH 17. Theoretical coverage of probability, random variables, discrete and continuous probability distributions. Expected value, moment generating functions, special probability distributions. Random sampling and distributions of certain functions of random variables. The Central Limit Theorem.

262. *Theory of Statistics*. II. 3 hr. PR: STAT 261. Theoretical introduction to statistical inference. Properties of estimators and techniques of estimation. Hypotheses testing including the Neyman-Pearson Lemma and likelihood ratio tests. Regression and correlation. Selected topics.

291. *Topics in Statistics*. I, II, S. 3 hr. PR: STAT 201 or equiv. Advanced study of special topics in statistics.

311. *Statistical Methods 1*. I, II. 3 hr. PR: MATH 3. Statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regression, correlation, transformations, F and Chi-square distributions, analysis of variance and multiple comparisons. (Equiv. to ED P 311 and PSYC 311.)

312. *Statistical Methods 2*. I, II. 3 hr. PR: STAT 311 or equiv. Completely random, randomized complete block, Latin square and split-plot experimental designs. Unplanned and planned multiple and orthogonal comparisons for qualitative and quantitative treatments and factorial arrangements. Multiple linear regression and covariance analysis. (Equiv. to ED P 312 and PSYC 312.)

313. *Design of Experiments*. II. 3 hr. PR: STAT 312 or equiv. Expected mean squares, power of tests and relative efficiency for various experimental designs. Fixed, random, and mixed models. Use of sub-sampling, covariance and confounding to increase power and efficiency.

341. *Applied Multivariate Analysis*. I. 3 hr. PR: STAT 311 or equiv. Introduction to Euclidean geometry and matrix algebra; multiple and multivariate regression including multiple and canonical correlation; the k-sample problem including discriminant and canonical analysis; and structuring data by factor analysis, cluster analysis, and multidimensional scaling.

351. *Applied Regression Analysis*. I. 3 hr. PR: STAT 312. Matrix approach to linear and multiple regression, selecting the "best" regression equation, model building, and the linear models approach to analysis of variance and analysis of covariance.

361. *Theory of Statistics 1*. I. 3 hr. PR: MATH 17. Probability and random variables, univariate and multivariate distributions, expectations, generating functions, marginal and conditional distributions, independence, correlation, functions of random variables including order statistics, limiting distributions, and stochastic convergence.

362. *Theory of Statistics 2*. II. 3 hr. PR: STAT 361. Techniques of point and interval estimation, properties of estimates including bias, consistency, efficiency, and sufficiency; hypothesis testing including likelihood ratio tests and Neyman-Pearson Lemma; Bayesian procedures, analysis of variance and nonparametrics.

371. *Introduction to Exploratory Data Analysis*. I. (Alternate Years.) 3 hr. PR: An introductory statistics course. Basic ways in which observations given in counted and measured form are approached. Pictorial and arithmetic techniques of display and discovery. Methods employed are robust, graphical, and informal. Applications to social and natural sciences.

381. *Nonparametric Statistics*. II. 3 hr. PR: STAT 311 or equiv. Distribution-free procedures of statistical inference. Location and scale tests for homogeneity with two or more samples (related or independent); tests against general alternatives.

390. *Teaching Practicum*. I, II. 1-3 hr. PR: Consent. Supervised practice in college teaching of statistics.

391. *Advanced Studies in Statistics*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced statistics subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

392. *Analysis of Experiments*. II. 1 hr. PR: Consent. Statistical consulting and data analysis.

396. *Graduate Seminar*. I, II. 1 hr. PR: Consent. It is anticipated that each graduate student will present at least one seminar to the assembled faculty and student body in statistics.

397. *Research in Statistics*. I, II, S. 1-15 hr. PR: Consent.

441. *Multivariate Statistical Theory*. II. (Alternate Years.) 3 hr. PR: STAT 341, 361 or consent. Euclidean vector space theory and matrix algebra, multivariate normal sampling

theory, the theory of the multivariate general linear hypothesis including multivariate regression, MANOVA, and MANCOVA, and the theory of factor analysis.

451. *Linear Models*. II. (Alternate Years.) 3 hr. PR: STAT 351, 362. Multivariate normal distribution, distribution of quadratic forms, linear models, general linear hypotheses, experimental design models, components of variance for random effects models.

Women's Studies

Jeanne Gerlach, Interim Director

Although there is currently no independent graduate degree in women's studies available at West Virginia University, students interested in doing graduate work in women's studies can apply for admission to the master of arts in liberal studies program (M.A.L.S.), offered through the College of Arts and Sciences. This interdisciplinary program, which provides an opportunity for highly motivated students to continue their studies beyond the baccalaureate, also provides an opportunity for such students to develop their course work and project in the framework of women's studies' scholarship. Interested students should become familiar with the requirements of M.A.L.S as described on page 244 and contact the M.A.L.S director for general information before contacting the Center.

M.A.L.S.

Students can also choose to complete an undergraduate certificate in women's studies in conjunction with the M.A.L.S. degree. The certificate, a 19-hour program with two required and four elective courses, allows for a concentration in women's studies and constitutes a valuable professional credential in a variety of careers necessitating an understanding of women's issues.

Undergraduate Certificate

Some financial assistance is available to students doing graduate work in women's studies. Students who qualify as West Virginia residents are eligible for the Winifred South Knutti Graduate Award in Women's Studies. Research and teaching assistantships may also be available.

Financial Assistance

For further information about financial opportunities or about graduate work in women's studies, contact the Center for Women's Studies in 218 Eiesland Hall, 293-2339/7261.

In addition to the women's studies courses listed below, other courses focusing on women and gender as well as independent study opportunities are available in several university departments.

Women's Studies (Wm.St.)

240. *Methods and Perspectives in Women's Studies*. I,II, 4 hrs. PR: Junior standing or consent. Exploration of theories, perspectives, and methods appropriate to the interdisciplinary study of women and gender.

290. *Independent Study*. I,II, S. 1-6 hrs. PR: Consent. Individual study of an issue in women's studies and/or gender studies.

391. *Advanced Topics*. I,II, S. 1-6 hrs. PR: Consent. Investigation in advanced women's studies' topics. Study may be independent or through scheduled meetings.

491. *Advanced Study*. I, II, 1-6 hrs. PR: Consent. Investigation in advanced women's studies' topics. Study may be independent or through scheduled meetings.

College of Business and Economics

Robert S. Maust, CPA, M.S., Interim Dean

William S. Reece, Ph.D., Associate Dean

Gail A. Shaw, C.P.A., Ph.D., Associate Dean

Richard M. Gardner, M.B.A., Assistant Dean

Paul J. Speaker, Ph.D., Director of Graduate Programs

The College of Business and Economics was founded in November of 1951 and graduated its first class in the spring of 1953. Since that time, the College of Business and Economics has become one of the largest colleges at West Virginia University. In 1954, the College became fully accredited by the American Assembly of Collegiate Schools of Business, the highest level of business accreditation.

In 1990, the new College of Business and Economics building was completed on the site of Old Mountaineer Stadium on the Downtown Campus adjacent to historic Woodburn Hall. The four-story facility houses modern classrooms, two auditoriums, state-of-the-art computer laboratories, and space for the College's research and service centers.

Because students are our most valuable resource and our most valuable product, our mission centers around preparing them for professional careers in business, industry, government, and education. The College administration and faculty work with the WVU Career Services Center and private employers to place our graduates in rewarding professional positions.

The master of arts and doctor of philosophy degrees in economics prepare students for careers in business, government, and higher education. Students receive in-depth training in the concepts and methods of economic analysis and also study business analysis, public policy, mathematical economics, labor economics, environmental economics, public finance, and econometrics. These programs are well-suited to students with undergraduate degrees in economics, finance, mathematics, statistics, public policy, history, and other humanities majors.

The master of business administration (MBA) program is especially attractive for the student with a non-business undergraduate major since no business courses are prerequisite for admission. Coursework includes an even exposure to all of the functional areas of management and provides a broad, general management orientation. The MBA program is also available on a weekend basis at two locations in West Virginia.

The master of science program in industrial and labor relations provides a flexible, interdisciplinary education for the student desiring a career in human resources management (industrial and labor relations). All undergraduate majors are acceptable. Areas of study may include the functional areas of business, counseling, law, safety, sociology, and others.

The master of professional accountancy (MPA) program is available to students with undergraduate degrees in accounting. The program follows the AICPA's recommendations for a five-year accounting education and meets the requirements of all states with 150-hour requirements for CPA certification. The master's programs can be completed by a full-time student in one to one and a half years. Specific information about graduate programs in the College of Business and Economics may be obtained from: Office of Graduate Programs, 333 Business and Economics Building, P.O. Box 6025, West Virginia University, Morgantown, WV 26506-6025. Telephone (304) 293-5408.

Graduate Programs

Business Administration	M.B.A.
Economics	M.A., Ph.D.
Industrial Relations	M.S.
Professional Accountancy	M.P.A.

Overview of Programs

The master of arts and doctor of philosophy degrees in economics prepare students for careers in business, government, and higher education. Students receive in-depth training in the concepts and methods of economic analysis and also study business analysis, public policy, mathematical economics, labor economics, environmental economics, public finance, and econometrics. These programs are well-suited to students with undergraduate degrees in economics, finance, mathematics, statistics, public policy, history, and other humanities majors.

The master of business administration (M.B.A.) program is especially attractive for the student with a non-business undergraduate major since no business courses are prerequisite for admission. Coursework includes an even exposure to all of the functional areas of management and provides a broad, general management orientation. The M.B.A. program is also available on a weekend basis at two locations in West Virginia.

The master of science program in industrial and labor relations (M.S.I.L.R.) provides a flexible, interdisciplinary education for the student desiring a career in human resources management (industrial and labor relations). All undergraduate majors are acceptable. Areas of study may include the functional areas of business, counseling, law, safety, sociology, and others.

The master of professional accountancy (M.P.A.) program is available to students with undergraduate degrees in accounting. The program follows the AICPA's recommendations for a five-year accounting education and meets the requirements of all states with 150-hour requirements for C.P.A. certification. The master's programs can be completed by a full-time student in one to one-and-a-half years.

Special Requirements

The MBA, MPA, MS in industrial and labor relations and the MA and Ph.D. in economics programs require a bachelor's degree from an accredited institution. Overall grade point average is considered, with additional attention given to the grade point average achieved in the last sixty hours of course work. The Graduate Management Admissions Test (GMAT) is required for all of the business graduate programs. For the MSILR program, the Graduate Record Examination (GRE) may be substituted for the GMAT. The economics programs require the GRE. A resume is a requirement of the admission process for all programs.

Graduate Faculty

† Indicates regular membership in the graduate faculty.

* Indicates associate membership in the graduate faculty

Accounting

Professors

- *Jay H. Coats, Ph.D. (U. Pitt.). Cost/managerial accounting, Microcomputers in accounting, Accounting education.
- *Robert S. Maust, M.S. (WVU), CPA. Dean. Financial accounting, Accounting theory, Managerial and cost accounting.
- *Adolph Neidermeyer, Ph.D. (U. Iowa). Federal and state income taxation, Estate planning, Financial accounting.
- †Ann B. Pushkin, Ph.D. (VI&SU), CPA. Acting Chairperson. Auditing, EDP auditing, Accounting information systems, Microcomputer applications.
- *Gail A. Shaw, Ph.D. (U. Mo.). CPA, Associate Dean. Financial accounting theory, Auditing, Business combinations.
- †G. Stevenson Smith, Ph.D. (U. Ark.), CPA, CMA, CCA. Not-for-profit and governmental accounting, Managerial and cost accounting.

Associate Professor

- †David B. Pariser, Ph.D. (So. Ill.), CPA, CCA. Financial accounting, Governmental accounting, Public sector auditing.

Assistant Professors

- *Richard C. Brooks, Ph.D. (Louisiana). Governmental accounting, Managerial accounting.
- †Scott I. Jerris, Ph.D. (Purdue). Financial accounting.
- *Bonnie W. Morris, Ph.D. (U. Pitt.). CPA, AIS. Expert systems and artificial intelligence, Internal audit.
- *Timothy A. Pearson, Ph.D. (Wisconsin). CPA. Financial accounting, Auditing, Information systems.

Economics

Professors

- †Donald R. Adams, Jr., Ph.D. (U. Penn). American economic history, European economic history.
- †Luc Anselin, Ph.D. (Cornell U.). American economic history, European economic history.
- *Robert D. Britt, Ph.D. (U. Colo.). Managerial economics, History of economic thought, Economic history.
- †Clifford B. Hawley, Ph.D. (Duke U.). Labor economics, Microeconomics theory, Econometrics.
- †Ming-jeng Hwang, Ph.D. (Tex. A&M). General theory, Urban and regional economics, Mathematical economics.
- †Andrew W. Isserman, Ph.D. (U. Penn.). Regional economics.
- †Kern O. Kymn, Ph.D. (U. Chicago). General theory, Mathematical economics, Econometrics.
- †Walter C. Labys, Ph.D. (Nottingham U.). Resource economics, Econometrics, Trade and development.
- †Patrick C. Mann, Ph.D. (Ind. U.). Utility economics, Industrial organization.
- †Douglas Mitchell, Ph.D. (Princeton U.). Monetary theory, Macroeconomics theory.
- †William S. Reece, Ph.D. (Wash. U.-St. Louis). Associate Dean. Public economics, Econometrics.
- †Tom S. Witt, Ph.D. (Wash. U.—St. Louis). Econometrics, Energy economics, Regional economics.

Associate Professors

- †Ronald J. Balvers, Ph.D. (U. Pitt.). Macroeconomic theory, Financial economics.
- †Brian J. Cushing, Ph.D. (U. Md.). Urban and regional economics, Econometrics, Public finance.
- †William Trumbull, Ph.D. (U. N.C.). Chairperson. Public finance, Law and economics, Applied microeconomics.

Assistant Professors

- *Arnab Acharya, Ph.D. (U. of Illinois). Microeconomic theory, Economic development.
- *Sudeshna Bandyopadhyay, Ph.D. (U. Md.). Labor economics.
- *Stratford Douglas, Ph.D. (UNC). Econometrics, Industrial organization.
- †Govind Hariharan, Ph.D. (Sunny-Buffalo). Public finance, Applied microeconomics.
- *Eun-Soo Park, Ph.D. (Northwestern U.). Microeconomic theory, Game theory.

[†]Howard J. Wall, Ph.D. (SUNY—Buffalo). International trade and microeconomics
Royce J. Watts, M.S. (WVU). Statistics.

Finance

Professors

[†]Howard L. Brewer, Ph.D. (U. Iowa). Financial management, Portfolio applications.
[†]William B. Riley, Ph.D. (U. Ark.). Chairperson. Investments, Capital markets
[†]Frederick C. Scherr, Ph.D. (U. Pitt.). Corporate finance, Capital markets and institutions.

Associate Professors

[†]Terry L. Rose, Ph.D. (U. of Illinois). Insurance, Risk management
^{*}Paul J. Speaker, Ph.D. (Purdue U.). Director of Graduate Programs. Financial institutions,
Modeling, Uncertainty.

Assistant Professors

[†]Ashok Abbott, Ph.D. (VPI&SU). Corporate restructuring, International finance
[†]Victor Chow. (U. Ala.). Corporate finance, Portfolio management, Investments,
[†]Karen Craft Denning, (U. Pitt.). Corporate finance, Speculative markets (options,
futures), Economic regulation.

Industrial and Labor Relations

Professors

^{*}Neil S. Bucklew, Ph.D. (U. Wisconsin). WVU President. Industrial relations, Collective bargaining,
Labor-management relations.
^{*}Robert L. Decker, Ph.D. (Carnegie-Mellon U.). Industrial psychology, EEO-affirmative action,
Testing and validation interviewing.
[†]Randyl D. Elkin, Ph.D. (Iowa St. U.). Chairperson. Collective bargaining, Arbitration, Healthcare
bargaining.
^{*}Richard W. Humphreys, Ph.D. (U. Wisc.). Labor-management cooperation, Benefits, Work
measurement.
[†]Robert Miller, Ph.D. (Ohio St. U.). Adjunct. Labor-management cooperation, Quality of work life,
Evaluation of planned social change.
[†]John Remington, Ph.D. (U. Mich.). Labor studies, Collective bargaining, Arbitration.
[†]Dietrich Schaupp, D.B.A. (U. Ky.). Organizational performance and development, Labor-
management cooperation.
[†]Fred A. Zeller, Jr., Ph.D. (Ohio St. U.). Labor-management relations, Economic development,
Human resources.

Associate Professors

^{*}Wilbur J. Smith, M.S. (U. Wisc.). Human resource economics, Employment and training programs,
Labor force.
^{*}Owen A. Tapper, M.S. (U. Wisc.). Trade unionism, Safety and health, Labor management
cooperation.

Assistant Professor

Nichelle Perkins, J.D. (U. Iowa). Employment law.
^{*}Monika K. Renard, Ph.D. (U. Md.). Human resource management. Compensation,
Negotiations and sex differences.

Management

Professors

[†]Jack Fuller, Ph.D. (U. Ark.). Heuristic decision making, Production planning and control,
Systems analysis and design.
[†]Ali Mansour, Ph.D. (U. Ga.). Chair. Management information systems, Production management,
International business.
[†]Dietrich L. Schaupp, D.B.A. (U. Ky.). Organizational performance and development, Labor/
management cooperation.

Associate Professor

^{*}Thomas L. Blaskovics, Ph.D. (U. Wisc.). Management information systems, Psychological testing
^{*}John Harpell, D.B.A. (Ga. St. U.). Operations research, Mentorship, Production management

Assistant Professors

[†]Gerald Blakely, Ph.D. (N. Carolina). Human resource management, Organizational
behavior.

- *James W. Denton, Ph.D. (Kent St. U.). Operations management, Decision sciences.
- *Cindy Martinec Ponte, Ph.D. (SUNY—Buffalo). Strategy policy studies, Production operations.
- Ajay Mehra, Ph.D. (U. Mass.). Business policy and strategy.
- Lutfus Sayeed, Ph.D. (Ga. St. U.). Information systems, Decision sciences.
- Linda Sypolt, J.D. (WVU). Copyrights/patents, Labor law.
- †Michael Wolfe, Ph.D. (U. Tex.—Austin). Artificial intelligence, Expert systems, Database design.

Marketing

Professors

- *R. Eugene Klippel, Ph.D. (Penn. St. U.). Retail management, Strategic planning, Marketing planning.
- †Cyril M. Logar, D.B.A. (Kent St. U.) Health care marketing, strategic marketing planning, marketing research.
- *Terry Wilson, Ph.D. (Mich. St. U.). Services marketing, Marketing planning.

Associate Professors

- *Paula F. Bone, Ph.D. (U. S.C.). Consumer expectations and behavior.
- *Robert Cook, D.B.A. (Kent St. U.). Kmart chair. Sales management, retail management.
- *Gordon McClung, Ph.D. (U. Pitt.). Consumer behavior and advertising, Marketing strategy and policy.
- †Thomas Ponzurick, D.B.A. (Memphis St. U.). Services marketing, Transportation, Health care and entertainment-related services.

Assistant Professors

- †Robert J. Corey, Ph.D. (Penn. St. U.). Direct marketing.
- Karen France, Ph.D. (U. Pitt.). Consumer behavior.

Accountancy, Professional

Paul J. Speaker, Director of Graduate Programs
333 Business and Economics Building

Degree Offered: Master of Professional Accountancy

Given the changing environment in both the public and private sectors of the economy, many accountants will need an educational background that goes beyond that obtained in an undergraduate degree program. Accountants must be proficient in applying professional concepts and principles to a wide variety of existing situations and also have the ability to adapt to new standards and methods of doing business. Competing in such an environment requires a solid technical foundation, an adeptness in analyzing multifarious business situations, and the aptitude to effectively communicate recommended solutions and conclusions. Thus, the objectives of the master of professional accounting degree are as follows:

- Enhancement of the knowledge base acquired in an undergraduate accounting program with respect to professional concepts, standards, and principles and the ability to apply them.
- Development of higher level critical thinking, problem solving, and other creative skills beyond those attributable to undergraduate education.
- Enhancement of an understanding of ethical, legal, and regulatory issues with respect to business decisions.
- Continued development of an awareness of the impact of the global environment on business decisions.
- Enhancement of skills applicable to analyzing diverse and complex business situations.
- Comprehension and evaluation of the economic, political, and societal effects of accounting techniques and authoritative pronouncements.
- Creation of an attitude conducive to lifelong learning.
- Continued development of listening, writing, and oral communication skills.

Graduates of the MPA program should find employment in industrial, service, governmental entities, and public accounting firms, or attain a background for entry into doctoral programs.

Additionally, the American Institute of Certified Public Accountants (AICPA) has stated that a CPA candidate should have 150 semester-hours of formal education in order to be prepared to cope with the increasingly complex nature of an accounting practice. Thus, a five-year accounting education will be a membership requirement for the AICPA beginning in the year 2000. Further, 150 semester-hours are required to sit for the CPA examination in many states; this requirement will take effect in West Virginia on July 1, 2000. The MPA program at WVU not only satisfies the 150 hour requirement but also provides a foundation for the student to prepare to sit for professional accounting examinations.

Financial aid in the form of graduate assistantships and tuition waivers are available to qualified students on a competitive basis. Most graduate assistants will have the opportunity to work with faculty who teach accounting principles. Graduate students are also eligible for the following awards:

The Accounting Faculty Outstanding MPA Award: To honor an outstanding master of professional accountancy major based on academic performance and contribution to the accounting program.

Objectives

AICPA Guidelines

CPA Exam Requirements

Financial Aid

West Virginia Tax Institute MPA Award: To honor an outstanding master of professional accountancy major, based on academic performance and exceptional service to the accounting department.

Professor and Mrs. Enoch Howard Vickers Graduate Award: To honor an outstanding master of professional accountancy major based on academic performance and contribution to the MPA program.

The M.P.A. program at WVU follows the 150-hour recommendation of the AICPA, as published in its report entitled *Education Requirements for Entry into the Accounting Profession*. The College of Business and Economics is fully accredited by the American Assembly of Collegiate Schools of Business. The graduate courses leading to the M.P.A. degree are intended to be completed in one calendar year of full-time studies. The program requires that the student have an undergraduate degree with a minimum of 24 hours in accounting. Work experience is not a requirement for admission. Students may enter the program on either a full-time or part-time basis in any semester, but fall is the preferred starting date. Careful selection of degree candidates limits the size of classes, leads to high quality efforts in the program, and permits frequent and direct contact between students and faculty.

Admission To obtain approval for entry into the M.P.A. program, an applicant must have a baccalaureate degree from an accredited college or university. Overall grade-point average is considered, with additional attention given to the grade point average achieved in the last sixty hours of course work. The Graduate Management Admissions Test is also required. A resume is a requirement of the application process.

GPA/GMAT

Prerequisites To assure that all students in the program have the same foundation in business, the following prerequisite courses, or their equivalent, must be completed before enrolling in M.P.A. graduate courses: principles of accounting (six hours), intermediate accounting (six hours), advanced accounting, cost accounting, tax accounting, auditing, principles of economics (six hours), principles of marketing, principles of management, principles of finance, production management, statistics, business law, business policy, and computer science.

Provisional Admission A student without the necessary prerequisite courses may be approved to enter the M.P.A. program as a provisional graduate student. All applications for approval to enter the M.P.A. program must be received in the WVU Office of Admissions and Records as early as possible and no later than one month before the date for which enrollment is requested.

Master of Professional Accountancy The candidate's program will be planned with the assistance and approval of the director of graduate programs. The M.P.A. degree requires 39 hours of graduate credit and is normally completed in one calendar year. The program of study is as follows:

Fall Semester

Accounting 325 *Accounting Information Systems*
 Accounting 332 *Governmental and Nonprofit Accounting*
 Accounting 333 *Income Taxes and Business Decisions*
 Management 303 *Introduction to Management Science*
 Management 200C. *Oral/Written Skills for Professionals*

Spring Semester

Accounting 335 *Computer Systems Auditing*
 Accounting 330 *Financial Accounting Theory and Practice*
 Economics 318 *Economic Policy*
 Finance 321 *Corporate Financial Administration*
 Elective Course

Accounting 338 *Controllership*
 Accounting 340 *Reporting Practices and Problems*
 Accounting 345 *Auditing and Professional Accounting Standards*
 Elective Course

Summer

No thesis is required in the program, but communication skills are emphasized in all courses. Extensive use is made of microcomputers in accounting applications. The M.P.A. program requires that the student maintain a grade-point average of at least 3.0 on all work taken as a graduate student while enrolled in the College of Business and Economics, including prescribed work taken to remove undergraduate deficiencies. A student whose cumulative grade-point average falls below 2.75 will be placed on probation. If the average is not brought up to 2.75 by the end of the following semester, the student will be suspended from the program. A grade below C in any course taken while enrolled as a graduate student will result in suspension from the graduate program. Complete information about the M.P.A. program may be obtained by contacting the director of graduate programs.

Thesis

GPA

Accounting (ACCT)

200. *Special Topics*. S. 1-4 hr. PR: ACCT 111 or consent. Special topics relevant to accounting. (Maximum of nine semester hours in any or all courses numbered 200 offered by the College may be applied toward bachelor's and master's degrees.)

211. *Accounting Systems*. 3 hr. PR: C S 5, ACCT 112 or consent. Analysis of data-processing fundamentals and information systems analysis, design, and implementation, including necessary computer hardware and software components with particular reference to accounting information systems and the controls necessary therein.

213. *Income Tax Accounting*. 3 hr. Conc.: ACCT 111 or 116 or consent. Overview and survey of Federal income tax principles for individuals and simple corporations with emphasis on gross income, exemptions, deductions, capital gains and losses, and tax credits.

214. *Income Tax Accounting*. 3 hr. PR: ACCT 213 or consent. The study of Federal income tax treatment of partnerships, corporations and estates, and the treatment of those property transfers subject to the Federal Gift Tax, together with an introduction to tax research and tax procedure.

217. *Auditing Theory*. 3 hr. PR or Conc.: ACCT 210 or consent. Auditing fundamentals; objectives, ethics, statistical sampling, standards and procedures. Emphasis on FASB and SAS disclosures.

297. *Internship in Accounting*. I, II, S. 1-3 hr. PR: Junior standing and consent. Supervised practical experience in student's major field; identification, analysis, and evaluation of a specific project. (Student, under departmental supervision, arranges internship with sponsoring organization.)

325. *Accounting Information Systems*. 2 hr. PR: Consent. The design and use of computerized accounting information systems to support the transaction processing, reporting and decision-making systems of most organizations, including the use and critical analysis of currently available accounting packages.

330. *Financial Accounting Theory and Practice*. 3 hr. PR: ACCT 112. Comprehensive examination of financial accounting theory as established by the opinions, statements and interpretations of professional organizations with special emphasis on their application and problem solving.

332. *Governmental and Nonprofit Accounting*. 3 hr. PR: ACCT 112. Fund accounting and control in governmental and nonprofit entities; identification and control of cost centers; cost analysis and cost finding, and planning and control of operations and resources.

333. *Income Taxes and Business Decisions*. 3 hr. PR: ACCT 213. Advanced federal income-tax problems with emphasis on tax planning for business decisions and tax research methodology.

335. *Computer Systems Auditing*. 2 hr. PR: ACCT 325. The analysis and design of control systems in a computerized accounting environment. Special emphasis on evaluating evidence to determine whether a computing system safeguards assets and maintains data integrity.

338. *Controllorship*. 3 hr. PR: MANG 304. Examination of the role of the controller in large entities in planning, measuring, evaluating, and controlling performance and in reporting to stockholders and governmental agencies.

340. *Reporting Practices and Problems*. 3 hr. PR: Consent. Evaluation of financial reporting practices and trends, including an examination of the reporting requirements of the SEC and other regulatory agencies. Practitioners will be used extensively for class discussion and presentations.

345. *Auditing and Professional Accounting Standards*. 3 hr. PR: ACCT 217. Professional objectives, principles, and standards of auditing; audit reports and related communications; and case studies of audit sampling, professional ethics, legal liability and reporting.

349. *Seminar*. 3 hr. PR: Consent.

491. *Advanced Study*. 1-6 hr.

Business Administration

Paul J. Speaker, Director of Graduate Programs

333 Business and Economics Building

Degree Offered: M.B.A. (Master of Business Administration)

Accreditation

The master of business administration (M.B.A.) program is accredited by the American Assembly of Collegiate Schools of Business (AACSB) and is the only M.B.A. program in West Virginia so accredited. It is offered as a full-time, day-class program in Morgantown and as a part-time, weekend-class program in Morgantown and Parkersburg. The standards of excellence that support accreditation by the AACSB are maintained at all instructional sites.

The M.B.A. degree program recognizes the need for a manager of the future to be able to anticipate and recognize change and then manage resources advantageously in that environment. Thus, the curriculum emphasizes a general, broad-based approach to graduate education in management which provides the student with the qualitative and quantitative skills necessary for a manager to succeed in such an environment. The program develops a managerial perspective that is primarily line as opposed to staff oriented and is relevant to those in both private and public organizations.

The plan of study requires a total of 48 semester hours of graduate credit. The program is designed for individuals with varying educational and professional backgrounds. No prior course work in business administration is required as a condition of admission to the program. No master's thesis is required for completion of the degree.

The M.B.A. degree program is completed in 13 1/2 months of full-time study on the Morgantown campus. A full-time student can enter the program only on July 1 of each year and graduates in mid-August of the following year. Students may enter the weekend M.B.A. program in any semester. A minimum of two to three years is required for the part-time student to complete the program.

To gain admission into the master of business administration (MBA) program, an applicant must have a bachelor's degree from an accredited institution. Overall grade point average is considered with additional attention given to the grade point average achieved in the last sixty hours of course work. The Graduate Management Admissions Test (GMAT) is required. A resume is a requirement of the application process. No action is taken on an application for admission until a GMAT score is submitted.

In addition to the above requirements, international student applicants are required to submit a "Test of English As a Foreign Language" (TOEFL) score in the range of 580-600 or above. International students may be required to take up to six hours of prerequisite course work in English as a foreign language, such as EFL 53, 54, or 55.

Applications for admission to the M.B.A. program and official transcripts of all prior academic work should be submitted to the WVU Office of Admissions and Records as early as possible. Applicants who have attended institutions other than WVU must request the registrar or records office of those institutions to forward a complete official transcript directly to the WVU Office of Admissions and Records. The deadline for receipt of applications and transcripts in the college's Office of Graduate Programs is one month prior to the starting date requested. Admission to the program is competitive and subject to space being available.

A limited number of graduate assistantships and tuition waivers are available on a competitive basis. Graduate assistants are paid a cash stipend during the regular semesters that is competitive in amount with that offered by other universities; graduate assistants are assigned to faculty members to assist in research, teaching, and other academic endeavors. Additional scholarships are available on a competitive basis to minority students. Additional information and application forms can be obtained from the director of graduate programs.

The M.B.A. degree program requires 48 hours of graduate credit, including the following courses:

- Accounting 311 *Financial Accounting for Decision Making*
- Accounting 321 *Managerial Control*
- Business Law 311 *Legal and Regulatory Environment*
- Economics 317 *Economic Decision Making*
- Economics 318 *Economic Policy*
- Economics 319 *Applied Business and Economics Statistics*
- Finance 311 *Managerial Finance*
- Finance 321 *Corporate Financial Administration*
- Management 301 *Organizational Behavior and Ethics*
- Management 303 *Introduction to Management Science*

Management 311 *Management Information Systems*
 Management 321 *Operations Management/Applied Quantitative Analysis*
 Management 325 *Seminar in Organizational Processes*
 Management 351 *Policy and Strategy*
 Marketing 311 *Marketing Management*
 Marketing 321 *Marketing Strategy*
 Seminar
 Seminar

Selected graduate courses may be waived depending on an individual's undergraduate degree and the recency of the degree; however, other graduate courses must be substituted for waived courses.

Academic Standards

The M.B.A. requires that the candidate achieve a cumulative grade-point average of at least 3.0 on all work counting toward the graduate degree. A regular graduate student whose cumulative grade-point average falls below 2.75 will be placed on probation. If the average is not brought up to 2.75 by the end of the following semester, the student will be suspended from the program. A grade below C in any course taken while enrolled as a graduate student will result in suspension from the program. In addition, the student must maintain a 3.0 average in all work counting toward the graduate degree.

GPA

Part-Time Weekend Program

Students in the part-time/weekend program are subject to the same requirements and restrictions as students enrolled in the full-time program. Classes in the part-time program are taught by the same graduate faculty members as teach in the full-time program. The M.B.A. part-time/weekend program is offered in its entirety at off-campus locations in Morgantown and Parkersburg. Off-campus classes normally meet on Friday evenings (7:00 to 10:00) and Saturdays (9:00 a.m. to 2:00 p.m. or 9:00 a.m. to 4:00 p.m.). A three semester-hour course normally meets for five weekends and a two semester-hour course for three weekends. Part-time classes may have examinations scheduled on weekday evenings.

Complete information about the M.B.A. program may be obtained by contacting the director of graduate programs.

Accounting (ACCT)

210. *Advanced Accounting*. 3 hr. PR: ACCT 112. Accounting for business combinations, consolidations, foreign currency translation, governmental and not-for-profit entities, and equity method investment accounting.

211. *Accounting Systems*. 3 hr. PR: C S 5, ACCT 112 or consent. Analysis of data-processing fundamentals and information systems analysis, design, and implementation, including necessary computer hardware and software components with particular reference to accounting information systems and the controls necessary therein.

213. *Income Tax Accounting*. 3 hr. PR: ACCT 111 or 115 or 116 or consent. Tax laws and the investment and business decisions they affect. Taxes are presented in meaningful relationships in order to form a general pattern of knowledge that is easier understood.

214. *Income Tax Accounting*. 3 hr. PR: ACCT 213 or consent. The study of federal income tax treatment of partnerships, corporations and estates, and the treatment of those property transfers subject to the Federal Gift Tax, together with an introduction of tax research and tax procedure.

217. *Auditing Theory*. 3 hr. PR or Conc.: ACCT 210. Auditing fundamentals; objectives, ethics, statistical samplings, standards and procedures. Emphasis on FASB and SAS disclosures.

290. *Advanced Accounting Theory*. 3 hr. PR: ACCT 112, 115, and consent. Critical analysis of accounting concepts and standards with emphasis on their origin, development, and significance.

297. *Internship in Accounting*. I, II, S. 1-3 hr. PR: Junior standing and consent. Supervised practical experience in student's major field; identification, analysis, and evaluation of a specific project. (Student, under departmental supervision, arranges internship with sponsoring organization.)

311. *Financial Accounting for Decision Making*. 3 hr. PR: Consent. Basic accounting assumptions and standards underlying financial statements, the significance of financial statement measurements, and the relevance of such data for planning and control. Emphasis on financial statement and cash-flow analysis.

321. *Managerial Control*. 2 hr. PR: ACCT 311 or consent. Managerial accounting concepts and techniques used for planning and control. Interpretation and use of internal accounting reports. The use of accounting information in decision making. Emphasis on development of an effective management control system.

325. *Accounting Information Systems*. 2 hr. PR: Consent. The design and use of computerized accounting information systems to support the transaction processing, reporting and decision-making systems of most organizations, including the use and critical analysis of currently available accounting packages.

330. *Financial Accounting Theory and Practice*. 3 hr. PR: ACCT 112. Comprehensive examination of financial accounting theory as established by the opinions, statements and interpretations of professional organizations with special emphasis on their application and problem solving.

332. *Governmental and Nonprofit Accounting*. 3 hr. PR: ACCT 112. Fund accounting and control in governmental and nonprofit entities; identification and control of cost centers; cost analysis and cost centers; cost analysis and cost finding, and planning and control of operations and resources.

333. *Income Taxes and Business Decisions*. 3 hr. PR: ACCT 213. Advanced federal income-tax problems with emphasis on tax planning for business decisions and tax research methodology.

335. *Computer Systems Auditing*. 2 hr. PR: ACCT 325. The analysis and design of control systems in a computerized accounting environment. Special emphasis on evaluating evidence to determine whether a computing system safeguards assets and maintains data integrity.

338. *Controllorship*. 3 hr. PR: MANG 304. Examination of the role of the controller in large entities in planning, measuring, evaluating, and controlling performance and in reporting to stockholders and governmental agencies.

340. *Reporting Practices and Problems*. 3 hr. PR: Consent. Evaluation of financial reporting practices and trends, including an examination of the reporting requirements of the SEC and other regulatory agencies. Practitioners will be used extensively for class discussion and presentations.

345. *Auditing and Professional Accounting Standards*. 3 hr. PR: ACCT 217. Professional objectives, principles, and standards of auditing; audit reports and related communications; and case studies of audit sampling, professional ethics, legal liability and reporting.

349. *Seminar in Accounting*. 3 hr. PR: Consent.

491. *Advanced Study*. 1-6 hr.

Business Law (BLAW)

200. *Special Topics*. 1-4 hr. PR: BLAW 112 or consent. Special topics relevant to business law. (Maximum of nine semester hours in any or all courses numbered 200 offered by the College of Business and Economics may be applied toward bachelor's and master's degrees.)

211. *Personnel Relations and the Law*. 3 hr. The legal principles guiding employer-employee relations, including agency law and the law regulating employee health, safety, compensation and benefits, job opportunity, and labor organizing.

311. *Legal and Regulatory Environment*. 2 hr. PR: Consent. Examination of the legal environment in which business decisions are made and the response of the legal environment to change. Familiarization with the role of administrative agencies in the regulatory process.

491. *Advanced Study*. 1-6 hr.

Economics (ECON)

317. *Economic Decision Making*. 2 hr. PR: ECON 54 or consent. (Primarily for M.B.A. students.) Analysis of the firm as an optimizing unit operating in the market place. Examination of product demand, production and costs, pricing theory and practices, risk, and capital budgeting.

318. *Economic Policy*. 2 hr. PR: ECON 317 or consent. (Primarily for M.B.A. and M.P.A. students.) Microeconomic analysis of macroeconomic phenomena is considered with particular attention paid to the reaction by firms to price and interest rate effects of fiscal and monetary policy.

319. *Applied Business and Economics Statistics*. 3 hr. PR: Consent. Primary statistical methods used in business and economics research including hypothesis testing, estimation, linear regression, time series, and business forecasting. Statistical computer software is an integral part of the course.

Finance (FIN)

200. *Special Topics*. 1-4 hrs. PR: FIN 111, or FIN 311, or consent. Special topics relevant to finance.

212. *Working Capital Management*. 3 hr. PR: FIN 111 or 311, FIN 112, ECON 125. Management of current assets and liabilities. Topics include management of cash, marketable securities, accounts receivable, inventories, trade accounts payable, and short-term bank borrowings. Decision models are used extensively.

216. *Risk Management*. 3 hr. PR: FIN 115 or consent; PR or Coreq.: FIN 112. Transferable risks with which the entrepreneur must deal. Emphasis on the process by which decisions are made for handling these risks, including an examination of contributions and limitations of insurance system.

217. *Employee Benefit Plans*. 3 hr. PR: FIN 115 or consent. Use, design, and regulation of group life insurance, health care and pensions, including their federal tax consequences. Study of the available contracts in each area and financing alternatives and practices.

218. *Life Insurance and Estate Planning*. 3 hr. PR: FIN 115. Principles of life and health insurance protection; application of life insurance to individual, family, business, and societal needs; study of trusts, wills, and estates, integrating of income into estate management.

219. *Property and Liability Insurance*. 3 hr. PR: FIN 115. Study of the use and production of property and liability insurance, including evaluation of insurance contracts and current insurance practices; legal and regulatory environment affecting use and production of insurance.

220. *Social Insurance*. 3 hr. PR: FIN 115 or consent. Our social and political efforts to provide economic security for the general public. An examination of the parallel developments of private insurance.

250. *Security Analysis and Portfolio Management*. 3 hr. PR: FIN 150 or consent; PR or Coreq.: FIN 112. The systematic selection, assessment, and ranking of corporate securities in a portfolio framework through a synthesis of fundamental analysis, technical analysis, and random walk.

252. *Bank Management*. 3 hr. PR: FIN 251 or consent. An advanced course in commercial banking involving problems of management of the money position, loan and investment portfolio, and capital adequacy. The student simulates actual bank operation, conducts case studies, and analyzes bank performance.

311. *Managerial Finance*. 2 hr. PR: Consent. Analysis of the standard financial activities of the firm including: financial planning, structure of financing, and asset selection. Introduction to microcomputer problem solution.

321. *Corporate Financial Administration*. 3 hr. PR: FIN 111, or FIN 311, or consent. A study of theoretical concepts of corporate financial administration and the application of these concepts to real world case studies.

331. *Bank Management*. 3 hr. PR or Coreq.: FIN 311 or consent. (May not be taken for both undergraduate and graduate credit.) Management of bank funds. Principles of organization lending and investment. Policy relationships to bank productivity, organization, and profitability; preparation of financial reports; management of a simulated bank in a changing environment. (Same as FIN 251 with the addition of a research paper.)

349. *Seminar in Finance*. 3 hr. PR: FIN 321.

491. *Advanced Study*. 1-6 hr.

Industrial and Labor Relations (ILR)

262. *Collective Bargaining and Labor Relations*. 3 hr. Examination of the theory and practice of collective bargaining. Topics include economics and historical environment, labor law, unionization, contract negotiation, patterns in contract content, conflict resolution, grievance handling, and an introduction to arbitration.

301. *Industrial Relations Analytical Techniques 1*. 3 hr. PR: Admission to the ILR graduate program and C S 5 or equiv. Introduction to the software and hardware appropriate for use in human resource applications, emphasizing efficient and effective use of previously developed software. Introduction to quantitative analytical decision-making techniques.

302. *Industrial Relations Analytical Techniques 2*. 3 hr. PR: Admission to the ILR graduate program. Further development of the quantitative analytical techniques and of business information systems used in the human resources field. Emphasis on quantitative decision-making and information systems in an industrial relations setting.

310. *Human Resources Economics*. 3 hr. PR: Admission to the ILR graduate program. Consideration of the conditions of employment and unemployment at both macro and micro levels under varying degrees of competition, including the process of labor force preparation, labor market data and policy.

312. *Organizational Theory, Behavior, and Communication*. 3 hr. PR: Consent. Emphasis on the communication processes involved in problem resolution including organizational decision making. Problems include organizational evaluation methods, training and leadership development, staffing, evaluation of proficiency of individuals, systems, and procedures.

314. *Industrial Relations Strategy and Policy*. 3 hr. PR: Consent. Explores the integrative dimensions of organizational policies and their relationship to the personnel and industrial relations function. Business ethics in the industrial relations function.

316. *Labor Organization Industrial Relations*. 3 hr. PR: Consent. Introduction to dynamics (adversary/cooperative) of industrial relations from a union viewpoint. Topics include conflict resolution, union government, alternatives to economic conflict bargaining, interaction, the state of industrial relations and work society.

330. *Compensation Issues*. 3 hr. PR: Consent. Seminar in compensation designed to develop further understanding of compensation theory and practice. Topic areas will include labor supply, wage theory, legal constraints, motivation, equity theory, organizational development as well as compensation structure and administration.

332. *American Trade Unionism*. 3 hr. PR: ILR 262 or 316 or consent. Examines the rise of American unionism and traces historical factors shaping its philosophy. Topics include economic conditions and union history, comparisons of AFL and CIO structures and the AFL-CIO as a government.

333. *Seminar: Quality of Work Life*. 3 hr. PR: Consent. Analysis of current trends and approaches in "quality of work life improvement" with special attention to developments in participative management, job enrichment and gain sharing. Results of current research are featured.

334. *Work Group Dynamics and Leadership*. 3 hr. PR: Consent. Small group or individual research on topics related to leadership and group dynamics in the work environment including training and other human relations programs.

337. *Practicum in Industrial Interviewing*. 3 hr. PR: ILR 312 and consent. Experiential learning of industrial interviewing techniques covering legal and technical aspects of employment interviewing and other types of interviewing.

340. *Arbitration Theory and Practice*. 3 hr. PR: ILR 262 and consent. Study of the purpose of arbitration, trends, principles of contract construction, hearing procedure evidence, remedies, training and education of arbitrators, training of advocates, and decision writing. Students will arbitrate mock cases.

342. *Advanced Collective Bargaining*. 3 hr. PR: ILR 262 or consent. Development of the economic theory, empirical analysis and policy implications of the impact of collective bargaining on wages, employment, market structure, and prices.

344. *Benefits*. 3 hr. Considers employee benefits from the perspective of the industrial relations specialist who is responsible for articulating and administering a corporate program. Includes study of all benefits covered by major federal legislation.

345. *Equal Employment Opportunity Problems*. 3 hr. PR: Consent. A series of lectures by specialists in equal employment opportunity affairs. Lecturers will include attorneys, directors of state and national EEO agencies, and representatives of business and industry and the labor movement.

491. *Advanced Study*. 1-6 hr.

497. *Research*. 1-15 hr.

Management (MANG)

201. *Business Information Systems*. 3 hr. PR: MANG 101 and 105 or consent. Use of EDP for management control and decision making with emphasis on application in the functions of finance, marketing, personnel, accounting, and operations management. 3 hr. lec.

206. *Organizational Theory and Analysis*. 3 hr. PR: MANG 105 or consent. Influences of structure on the behavior and dynamics of the business organization. Attention on how to be an effective manager.

211. *Advanced Production Management*. 3 hr. PR: MANG 111. Integration of quantitative techniques and their application to production problems. Utilizes cases and projects.

212. *Management Science*. I. 3 hr. PR: MANG 105. The study and application of quantitative methods to business problems in which deterministic conditions prevail.

216. *Personnel Management*. 3 hr. PR: MANG 105. Fundamental principles and practices related to the procurement, development, maintenance and utilization of human resources. Focus on areas such as human resource planning, selection, training, performance appraising, compensation, safety and health, and labor relations.

217. *Personnel and Compensation*. 3 hr. PR: MANG 216 or consent. Designing and implementing total compensation systems in both private and public sectors. The emerging elements of total compensation systems are included providing insights into problems and opportunities for personnel.

220. *Human Resource Management Research Methods*. 3 hr. PR: MANG 205 and 216 or consent. Research methods and measurement in human resource management; philosophy of science, ethics in research, research design, and analytical methods.

222. *Management Science*. II. 3 hr. PR: MANG 212 or consent. The study and application of quantitative methods to business problems in which probabilistic conditions prevail.

230. *Entrepreneurship*. 3 hr. PR: Consent. The role of the entrepreneur in business and society; includes an analysis of the individual entrepreneur, and investigates the nature and problems of establishing a new business enterprise.

260. *Practicum in Small Business*. 3 hr. PR: Consent. A practical training ground in the identification and solution of small business problems. Through interaction with the business community, students are exposed to the opportunities and difficulties of small business entrepreneurship.

297. *Internship in Management*. I, II, S. 1-3 hr. PR: Junior standing and consent. Supervised practical experience in student's major field; identification, analysis, and evaluation of a specific project. (Student, under departmental supervision, arranges internship with sponsoring organization.)

301. *Organizational Behavior and Ethics*. 3 hr. PR: Consent. Interpersonal relationships through which administration becomes effective. Emphasis on human factors, but influences of economic and technological factors also are considered. Focus on ethics and importance of harmony between individual needs and organization goals.

303. *Introduction to Management Science*. 3 hr. PR: Consent. Study of management science models and techniques with applications in business decision-making problems. Coverage includes mathematical programming models, decision theory, simulation, network models, and other current management science topics.

311. *Management Information Systems*. 3 hr. PR: Consent. Examines computer technology, applications, information systems, and performance. Computer system planning, selection and implementation. Computer impact upon management, organization, and society from a managerial viewpoint.

321. *Operations Management/Applied Quantitative Analysis*. 3 hr. PR: Consent. Review of concepts, techniques, and models encountered in manufacturing and service operations. Modeling approach and computer applications in operations management and management science are emphasized.

325. *Seminar in Organizational Processes*. 3 hr. PR: Consent. Examination of the dynamics of the successful organization. Emphasis on the organization as an institution and the role of the manager in the organization. Implications of international competition will be addressed.

349. *Seminar in Management*. 1-6 hr. PR: Consent. In-depth study of important management issues

351. *Policy and Strategy*. 3 hr. PR: Consent. Capstone course. Integrates functional knowledge with strategy formulation and strategy implementation concepts. Cases of organizations varying in size, national affiliation, and profit orientation are analyzed with special emphasis on ethics and social responsibility.

491. *Advanced Study*. 1-6 hr.

Marketing (MKTG)

203. *Sales Management*. 3 hr. PR: MKTG 114 or consent. Concentrates on the managerial responsibilities of sales managers for directing, motivating, and controlling a sales force plus the techniques of selling including handling objections and closing.

- 205. *Consumer Behavior*. 3 hr. PR: MKTG 111 or consent. The consumer decision process in a marketing framework. Emphasis on psychological and sociological concepts which influence the decision process.
- 207. *Business Logistics Management*. 3 hr. PR: MKTG 115 or consent. Examination of transportation, warehousing, materials handling, containerization, inventory control, purchasing, and warehouse location. Significant use made of problem solving with analytical tools.
- 210. *Industrial Marketing*. 3 hr. PR: MKTG 111 or consent. A study of marketing to three classes of customers: the industrial market, the institutional market, and governmental agencies.
- 297. *Internship in Marketing*. I, II, S. 1-3 hr. PR: Junior standing and consent. Supervised practical experience in student's major field; identification, analysis, and evaluation of a specific project. (Student, under departmental supervision, arranges internship with sponsoring organization.)
- 311. *Marketing Management*. 2 hr. Introduction to marketing management with specific emphasis on consumer behavior and market segmentation, product planning, promotion, distribution, and pricing.
- 321. *Marketing Strategy*. 3 hr. PR: MKTG 311. Emphasis on formulating a marketing strategy and developing analytical and decision-making capabilities. Cases will be used to illustrate specific business situations.
- 349. *Seminar in Marketing*. 3 hr.
- 491. *Advanced Study*. 1-6 hr.

Economics

Paul J. Speaker, Director of Graduate Programs

333 Business and Economics Building

Degrees Offered: Master of Arts, Doctor of Philosophy

The master of arts and doctor of philosophy degrees in economics enable students to broaden and refine their knowledge of the concepts and methods of economic analysis. These programs are designed to prepare students for careers in business, government, and higher education. Student programs are planned with the assistance of a faculty adviser and approval of the Director of Graduate Programs. Additional information about the graduate programs in economics, and the regulations and requirements pertaining to them, may be obtained by securing a copy of *Graduate Programs in Economics* from the graduate director. Students are bound by these regulations and requirements, as well as those of the College of Business and Economics.

To be admitted as a regular student, applicants must have a grade-point average of 3.0 or better for all undergraduate work completed and a minimum combined score of 1500 for the three parts of the general aptitude portion of the Graduate Record Examination. All students must submit their scores on the general aptitude portion of the Graduate Record Examination (GRE) and international students must also submit their scores on the TOEFL. In addition, it is required that all applicants will have completed at least one semester of each of the following courses: intermediate microeconomic theory, intermedi-

Degrees

Prerequisites

**GRE
TOEFL**

ate macroeconomic theory, calculus, and statistics. Applicants not meeting these entrance requirements may be admitted on a provisional and/or deficiency basis, subject to certain performance conditions during their first semester in residence.

Assistantships

A limited number of graduate assistantships and tuition scholarships are available on a competitive basis to full-time students. Major selection criteria include prior academic performance and GRE scores. Graduate assistants receive a cash stipend that is comparable in amount to that offered at other universities. Graduate assistants engage in research and/or teaching activities. The faculty of the Department of Economics also nominates outstanding applicants for University fellowships. Special scholarships are also available on a competitive basis to minority students. Further information and applications can be obtained from the Director of Graduate Programs.

Academic Standards

To qualify for a graduate degree in economics, students must earn a cumulative grade-point average (GPA) of 3.0 or better for all courses completed as a graduate student at WVU. A regular graduate student in economics whose cumulative GPA falls below 3.0 (B) upon completion of the first nine

Probation

hours of graduate study is not in good standing and will be placed on probation. A student in the program whose cumulative GPA falls below 3.0 will be placed on probation as of the close of the semester in which the GPA fell below 3.0. Such a student, placed on probation, who fails to raise his/her cumulative GPA to 3.0 by the end of the semester succeeding that in which his/her GPA fell below 3.0 is subject to suspension from the program at the end of that probationary semester.

Suspension

Other academic reasons for suspension from the program include failing grades on more than 50 percent of the course work taken in any semester, a third failure on either a microeconomic theory or macroeconomic theory comprehensive examination, a fourth failure on comprehensive field examinations, or failure to complete all degree requirements within the specified time limits.

M.A. Program

The master of arts (M.A.) program requires a total of 36 hours of graduate credit, including 21 hours of economics. At least 24 hours of course work completed must be at the 300 level. To qualify for the M.A. degree, graduate students in economics must earn a grade of B- or better in Economics 310 and 312, and a grade-point average of 3.0 in all courses attempted as a graduate student at WVU. The M.A. program has a thesis and a nonthesis option.

Core Courses

Specific course requirements include:

Economics 220 <i>Introduction to Mathematical Economics</i>	3 hr.
Economics 310 <i>Advanced Microeconomic Theory 1</i>	3 hr.
Economics 312 <i>Advanced Macroeconomic Theory 1</i>	3 hr.
Economics 316 <i>History of Economic Doctrines and Analysis</i>	3 hr.

If the student has recently successfully completed Economics 216 *History of Economic Thought* or its equivalent before entering the M.A. program, the Economics 316 requirement may be waived.

Statistics

Statistics Requirement—(six credit hours are required.)

Statistics 231 <i>Sampling Methods</i>	3 hr.
Economics 226 <i>Applied Econometrics</i>	3 hr.

or for students who consider going into the Ph.D. program:

Economics 320 <i>Mathematical Economics</i>	3 hr.
(substitute for Economics 220 in the core)	
Economics 325 <i>Econometrics 1</i>	3 hr.

The student must also select the thesis or non-thesis alternatives:

<ul style="list-style-type: none"> • Thesis Alternative: An acceptable thesis for six hours is required and the student must pass a final oral examination. • Nonthesis Alternative: In lieu of a thesis, the requirements for the M.A. are met by completion of two 300-level courses in one field of concentration in economics and submission of a research paper that gives evidence of substantial ability to conduct scholarly research. 	<p><i>Thesis</i></p> <p><i>Non-Thesis</i></p>
<p>The M.A. program in economics includes special emphases administered by the College of Business and Economics jointly with other units on campus. These emphases are business analysis, mathematical economics, public policy, and statistics and economics. To earn the M.A. in economics, students must complete the M.A. requirements (above) and fulfill other requirements pertaining to the particular emphasis. The emphases are best viewed as coherent sample programs developed in conjunction with other units and are designed to prepare students for employment in a particular area or specialty of economics.</p>	<p>Special M.A. Emphases</p>
<p>Conducted in cooperation with other departments of the College of Business and Economics, the business analysis emphasis is designed to prepare students for employment in the business analysis area. As part of their M.A. program in economics, students complete 13 hours of business courses: <i>Financial Accounting, Managerial Finance, Corporate Financial Administration, Organizational Behavior and Ethics, and Marketing Management.</i></p>	<p><i>Business Analysis</i></p>
<p>The mathematical economics emphasis is conducted in cooperation with the Department of Mathematics. Students entering this emphasis must previously have taken 12 hours in mathematics, including a course in calculus equivalent to MATH 15. Additional requirements are <i>Advanced Micro Theory 2, Advanced Macro Theory 2, Econometrics, Mathematical Economics, Advanced Mathematical Economics, Applied Linear Algebra, and Introduction to Real Analysis.</i></p>	<p><i>Mathematical Economics</i></p>
<p>The public policy emphasis is conducted in cooperation with the Department of Political Science and provides students with broad training in policy analysis skills and methods. Prior completion of at least six hours of political science coursework is required. Additional requirements are <i>Introduction to Policy Research, Public Policy Analysis, and Economic Analysis of Public Policies.</i></p>	<p><i>Public Policy</i></p>
<p>Conducted in cooperation with the Department of Statistics and Computer Science, the statistics and economics emphasis is designed to prepare students for employment in the public or private sector that demands the use of quantitative skills. Additional requirements are statistics, probability, applied regression analysis, and econometrics.</p>	<p><i>Statistics and Economics</i></p>
<p>At least four years of full-time graduate work beyond the baccalaureate degree are usually required to complete the doctorate. A minimum of two consecutive semesters in actual residence as a full-time graduate student is required. To qualify for the doctor of philosophy (Ph.D.) degree in economics, a student must earn a cumulative grade-point average of 3.0 in courses completed as a graduate student at WVU.</p>	<p>Doctor of Philosophy</p>
<p>The Ph.D. degree is not awarded for the mere accumulation of course credits nor for the completion of the specified residence requirements. All students are required to complete the graduate core curriculum, prepare themselves in two fields of concentration, and pass at least two additional 300-level courses with grades of B or better. Each student must also submit an acceptable dissertation. A minimum of 45 hours of graduate work in economics</p>	<p>Core Courses</p>

at the 300 level is required for all candidates for the Ph.D. degree in economics.

Economics 310	<i>Advanced Microeconomic Theory 1</i>	3 hr.
Economics 311	<i>Advanced Microeconomic Theory 2</i>	3 hr.
Economics 312	<i>Advanced Macroeconomic Theory 1</i>	3 hr.
Economics 313	<i>Advanced Macroeconomic Theory 2</i>	3 hr.
Economics 316	<i>History of Economic Doctrines and Analysis</i>	3 hr.
Economics 320	<i>Mathematical Economics</i>	3 hr.
Economics 325	<i>Econometrics 1</i>	3 hr.
Economics 326	<i>Econometrics 2</i>	3 hr.
Economics 329	<i>Seminar in Econometrics</i>	3 hr.

Fields of Concentration

Six semester hours (or the equivalent) must be taken in each of the student's two fields of concentration. Areas of concentration include monetary economics, public finance, regional and urban economics, labor economics, international economics, and resource economics. Other fields may also be approved. One of the fields of concentration may be in an outside area; selection must be approved by the graduate economics faculty.

Comprehensive Examinations

Students must pass written comprehensive examinations in economic theory (microeconomics and macroeconomics) and in two fields. For detailed rules, see departmental *Graduate Programs in Economics* filed in the Office of Graduate Director.

Candidacy and Dissertation

When an applicant has successfully completed all coursework and passed the written comprehensive examinations, the applicant will be formally promoted to candidacy for the Ph.D. degree. The candidate must submit a dissertation pursued under the supervision of a member of the graduate faculty in economics on some problem in the area of the candidate's major interest. The dissertation must present the results of the candidate's individual investigation and must embody a definite contribution to knowledge. It must be approved by a committee of the graduate faculty in economics. After approval of the candidate's dissertation and satisfactory completion of other graduate requirements, a final oral examination on the dissertation is required.

Each Ph.D. candidate is required to present a dissertation proposal to the graduate director after approval by at least three members of his or her dissertation committee including the chairperson. This proposal will include a statement of the problem (topic summary), a preliminary survey of the literature, a description of the research methodology, and other pertinent material. With the approval of the graduate director, the student is then required to present the proposal in a faculty-student seminar. Credit for dissertation research and writing is available under Economics 497, but only if the student has a dissertation chairperson and an approved topic.

Ph.D. Emphases

The Ph.D. program includes special emphases conducted in cooperation with other units on campus. These are industrial and labor relations, and mathematical economics. The emphases specify certain concentrations of course work and comprehensive examinations. Acceptable dissertations are required of all students.

Industrial and Labor Relations

Graduate work in industrial and labor relations typically is interdisciplinary in nature. The Ph.D. option retains the interdisciplinary orientation while providing students with a Ph.D.-level of understanding of economic theory and economic analysis. Students in the industrial and labor relations emphasis take the nine core courses in the Ph.D. program and take comprehensive examinations in microeconomic and macroeconomic theory.

Students are required to complete two fields of concentration. One field must be industrial and labor relations, which consists of the following courses:

Industrial and Labor Relations 334 *Leadership & Work Group Dynamics*

Industrial and Labor Relations 342 *Advanced Collective Bargaining*

Industrial and Labor Relations 491A *Practicum in Research Methods*

Industrial and Labor Relations 491B *Research Theory* -

The remaining field must be from within the Department of Economics. Most commonly, this field is labor economics. Students must pass written comprehensive examinations in their two fields of concentration.

The mathematical economics emphasis is conducted in cooperation with the Department of Mathematics. To be admitted into this emphasis, students must have completed a minimum of 12 hours in mathematics, including a course in calculus equivalent to Mathematics 15. In addition to the Economics Ph.D. core, students are required to take the following courses:

Mathematical Economics

Economics 328 *Advanced Mathematical Economics*

Mathematics 241 *Applied Linear Algebra*

Mathematics 251, 252 *Introduction to Real Analysis*

(MATH 251 and 252 may be replaced by MATH 317, 318.)

Mathematics 357 *Calculus of Variations*

Mathematics Elective—3 hr.

Students are required to successfully complete comprehensive examinations in microeconomic and macroeconomic theory, mathematical economics/econometrics, and one other field in economics.

Economics (ECON)

Specialized Courses

200. *Special Topics*. 1-4 hr. PR: ECON 51 or 55 or consent. Special topics relevant to economics. (Maximum of nine semester hours in any or all courses numbered 200 offered by the College of Business and Economics may be applied toward bachelor's and master's degrees.)

297. *Internship*. 1-12 hr. PR: ECON 51 or 55 and departmental approval. Field experience in the analysis and solution of economic problems in the public and private sectors.

317. *Economic Decision Making*. 2 hr. PR: ECON 54 or consent. (Non-credit for Graduate students in Economics.) Analysis of the firm as an optimizing unit operating in the market place. Examination of product demand, production and costs, pricing theory and practice theory and practices, risk and capital budgeting. (Open only to MBA and MSLIR students.)

318. *Economic Policy*. 2 hr. PR: ECON 317 or consent. (Non-credit for graduate students in Economics.) Microeconomic analysis of macroeconomic phenomena is considered with particular attention paid to the reaction by firms to price and interest rate effects of fiscal and monetary policy. (Open only to MBA and MPA students.)

319. *Applied Business and Economics Statistics*. 3 hr. PR: Consent. Primary statistical methods used in business and economics research including hypothesis testing, estimation, linear regression, time series, and business forecasting. Statistical computer software is an integral part of the course. (Open only to MBA, MPA, and MSLIR students.)

343. *Economic Analysis of Public Policies*. 3 hr. Application of economic analysis to questions of public policy. Consideration of problems of public goods and other market failures and usefulness of cost-benefit analysis to policy-making. (Equiv. to POLS 331.)

Economic Theory

211. *Intermediate Microeconomic Theory*. 3 hr. PR: ECON 51 or 54. Consumer choice and demand; economics of time; price and output determination and resource allocation in the firm and market under a variety of competitive conditions; welfare economics, externalities, public goods, and market failure.

212. *Intermediate Macroeconomic Theory*. 3 hr. PR: ECON 51 or 55. Forces which determine the level of income, employment, and output. Particular attention to consumer behavior, investment determination, and government fiscal policy.

216. *History of Economic Thought*. 3 hr. PR: ECON 51, 55. Economic ideas in perspective of historical development.

310. *Advanced Micro-theory 1*. 3 hr. PR: ECON 211 or 220 and graduate standing or consent. Theory of production and allocation, utility theory, theory of the firm, pricing in perfect and imperfect markets, models of firm's operations.

311. *Advanced Micro Theory 2*. 3 hr. PR: ECON 310. General equilibrium analysis, distribution theory, welfare economics.

312. *Advanced Macro Theory 1*. 3 hr. PR: ECON 212 and 220 and graduate standing or consent. Classical, Keynesian, and Post-Keynesian theories.

313. *Advanced Macro Theory 2*. 3 hr. PR: ECON 312. Models of economic growth and fluctuations, and other advanced topics in macroeconomic theory.

316. *History of Economic Doctrines and Analysis*. 3 hr. PR: ECON 310 and graduate standing or consent. Writings of the major figures in the development of economic doctrines and analysis.

Quantitative Economics

220. *Introduction to Mathematical Economics*. 3 hr. PR: MATH 15 or 128, and ECON 54 and 55; or consent. Principal mathematical techniques including set operation, matrix algebra, differential and integral calculus employed in economic analysis. Particular attention given to static (or equilibrium) analysis, comparative-static analysis and optimization problems in economics.

225. *Applied Business and Economic Statistics*. 3 hr. PR: ECON 125 or STAT 101 or consent. Continuation of ECON 125. Principal statistical methods used in applied business and economic research including multiple regression, index numbers, time series analysis, forecasting models and methods, and sampling design.

226. *Introductory Econometrics*. 3 hr. PR: ECON 125 or consent. Statistical methods applied to the analysis of economic models and data. Emphasis placed on multiple regression, multicollinearity, seasonality, heteroscedasticity, autocorrelation, dummy variables, time series analysis, distributed lags and simultaneous equations with economics and computer applications.

320. *Mathematical Economics*. 3 hr. PR: ECON 220 or consent. Linear programming, input-output analysis, complex numbers, linear difference and differential equations comparative-static and dynamic analysis and optimization techniques.

325. *Econometrics 1*. 3 hr. PR: STAT 262 or consent. Specification, estimation, and

verification of single-equation models. Topics covered include multicollinearity, autocorrelation, heteroscedasticity, dummy variables, time series analysis and forecasting, functional form, and specification error analysis. Students should be familiar with matrix algebra.

326. *Econometrics 2*. 3 hr. PR: ECON 325 or consent. Identification and estimation of simultaneous equation models and their use in forecasting and simulation. Other advanced topics include distributed lags, autoregressive models, errors in variables models, aggregation problems, and pooled cross-section/time-series models.

328. *Advanced Mathematical Economics*. 3 hr. PR: Consent. Mathematical properties of microeconomic models of general equilibrium and welfare, existence, uniqueness, and stability of equilibrium. Applications of Hamiltonian and maximum principles to growth models and economic control problems. Investigation of separability theorems.

329. *Seminar in Econometrics*. 3 hr.

Monetary Economics

330. *Monetary Economics*. 3 hr. PR: ECON 312 or consent. Sources and determinants of supply of money; demand for money for transactions and speculative purposes; general equilibrium theory of money, interest, prices, and output; role of money in policy.

334. *Seminar in Monetary Economics*. 3 hr. PR: ECON 312 or consent.

Public Finance

241. *Public Finance*. 3 hr. PR: ECON 51 or 55. Governmental fiscal organizations and policy; taxes and tax systems with particular emphasis on federal government and state of West Virginia.

340. *Theory of Public Finance*. 3 hr. PR: ECON 310 and graduate standing or consent. Economic role of government in a mixed economy with regard to resource allocation between public and private sectors, influence of government upon income distribution and economic stability and growth.

344. *Seminar in Public Finance*. 3 hr.

Public Regulation and Control

245. *Government and Business*. 3 hr. PR: ECON 51 or 55. Market structure, conduct and performance; analysis of the antitrust laws—judicial interpretation and effect on the business sector.

246. *Transportation Economics*. 3 hr. PR: ECON 51 or 55. Economic and institutional analysis of the domestic transportation system of the United States. Topics include role of transportation, carrier characteristics and services, transportation rates and costs, regulation of transportation.

345. *Industrial Organization*. 3 hr. PR: ECON 310 and graduate standing or consent. Economic analysis of market structure, conduct, and performance; in-depth evaluation of markets and industries in the United States and the effect of government intervention on firm behavior.

349. *Public Regulation of Business*. I or II. 3 hr. Economic analysis of regulation of specific industries such as public utilities.

International Economics

250. *International Economics*. 3 hr. PR: ECON 51 or 55. Development of trade among nations; theories of trade, policies, physical factors, trends, and barriers in international economics.

350. *Advanced International Economics*. 3 hr. PR: ECON 211 and 212. Contemporary theories of international economics; analysis of current problems in world trade and finance.

354. *Seminar in International Economics*. 3 hr. PR: ECON 212.

Regional Economics

255. *Regional Economics*. 3 hr. PR: ECON 51 or 55. Analysis of the regional economy's spatial dimension, emphasizing interregional capital and labor mobility, the role of cities, objectives and issues of regional policy, lagging regions and Appalachia, growth poles, and regional growth and income distribution.

257. *Urban Economics*. 3 hr. PR: ECON 51 or 55. Analyzes the spatial dimensions of the urban economy, emphasizing both urban economic theory and urban policy. Issues include cities and income inequality, urban upgrading function, blight, economics of ghettos, the economics of urban size.

355. *Advanced Regional Economics*. 3 hr. PR: ECON 310 and graduate standing or consent. Regional income and flow of funds estimation, regional cyclical behavior and multiplier analysis, industrial location and analysis, techniques of regional input-output measurement, impact of local government reorganization on regional public service and economic development.

357. *Advanced Urban Economics*. 3 hr. PR: ECON 310 and graduate standing or consent. Analyzes the spatial dimensions of the urban economy, emphasizing urban theory, policy, and empirical research. Major subjects include urban income distribution, residential location theory, spatial structure, neighborhood change, blight, ghettos, segregation, renewal, and city size.

358. *Spatial Economics*. 3 hr. PR: ECON 310 or consent. Spatial dimension incorporated into the study of economic activity; spatial competition, market area analysis, locational equilibrium analysis, general spatial equilibrium.

359. *Seminar in Regional Economics*. 3 hr.

Labor Economics

360. *Advanced Human Resource Economics*. 3 hr. PR: ECON 310 and graduate standing or consent. Examination and analysis of our social and economic efforts to solve current manpower problems in the U.S., including structural unemployment and inflation.

364. *Seminar in Labor Economics*. 3 hr. PR: ECON 310 and graduate standing or consent.

Economic History

270. *Growth of the American Economy*. 3 hr. PR: ECON 51 or 55. Central issues in development of the American economy.

370. *Economic History*. 3 hr. Examination of the methods of research and issues in economic history of the United States.

374. *Seminar in Economic History*. 3 hr.

Economic Development

213. *Economic Development*. 3 hr. PR: ECON 54 and 55. The problems, changes, and principal policy issues faced by nonindustrialized countries.

Energy and Environmental Economics

380. *Energy Economics*. 3 hr. PR: Graduate standing and consent. Welfare analysis of supply interruptions and the foreign dependence question. Study of various energy resources in reference to policy alternatives under variant growth conditions and input-output models. Examination of coal industry and coal externalities.

384. *Environmental Economics*. 3 hr. PR: ECON 310 and ECON 380 or MER 345 and graduate standing or consent. Examination of the theoretical and empirical literature dealing with externalities (pollution), the relationships between pollution and social costs, the relationships between energy production and environmental quality, and the optimal strategies for pollution abatement.

Other Economics Courses

299. *Independent Readings in Economics*. 3-6 hr. Supervised readings for undergraduate and graduate students in special areas.

390. *Independent Reading in Economics*. 3-6 hr. Supervised readings. For graduate students in special areas.

491. *Seminar in Applied Economic Analysis*. 3 hr. PR: 12 hr. of graduate-level economics.

497. *Research*. 1-15 hr.

Industrial and Labor Relations

Paul J. Speaker, Director of Graduate Programs

333 Business and Economics Building

Degrees Offered: Master of Science

**Industrial and Labor Relations Areas of Emphasis available for
Doctor of Philosophy**

The Department of Industrial and Labor Relations offers a master of science in industrial and labor relations (ILR). The AACSB accredited program of study prepares students for professional positions in human resources (employee relations) and labor relations. Course work can be structured to prepare students for doctoral studies in industrial and labor relations, economics, management, or law.

The department operates, in conjunction with the Department of Economics, an industrial and labor relations Ph.D. option. M.S. students who plan to pursue the industrial relations option in the Ph.D. program in Economics should align their master's work with the degree requirements.

Entry-level professional opportunities for ILR graduates include such positions as employee relations associate, assistant personnel manager, human resources administrator, labor relations representative, professional research analyst, compensation analyst and benefits administrator. Other positions include staff representative with organized labor, apprentice arbitrator, labor-management consultant, National Labor Relations Board field examiner, government employee relations representative, and employment analyst. Most graduates are employed by Fortune 500 companies. Some find

**AACSB
Accreditation**

**Ph.D.
Studies**

positions with organized labor, all levels of government, and advocacy organizations. The department, in conjunction with the WVU Career Services Center, makes a concerted effort to place graduates in positions that fulfill student job objectives.

Curriculum

The curriculum is a blend of theory, analysis, and pragmatism. Core course work serves two purposes: to provide in-depth knowledge and skills pertaining to the human resource and labor relations functions of organizations, and to acquaint students with the operation of the other organizational business functions. A substantial number of elective courses allows the student to tailor the curriculum to meet particular career goals and interests. More than 50 faculty members in a dozen departments offer course work and/or conduct research in the human resources and ILR areas.

IRSA

Students are encouraged to participate in academic-related extra-curricular activities. Many are co-sponsored by the Industrial Relations Student Association: the *ILR Newsletter*, resume mailings, social events, and honors banquets. Outstanding academic achievement is recognized by membership in the Industrial Relations Honor Society. The faculty makes Outstanding ILR Student awards yearly to two persons selected on the basis of scholarship, informal leadership and extracurricular activities.

Financial Aid

A limited number of graduate assistantships and tuition waivers are available on a competitive basis. Major selection criteria include the applicant's grade-point average in prior academic work and GMAT/GRE scores. Graduate assistants are paid a cash stipend during the regular semesters that is competitive in amount with that offered by other universities; they are assigned to faculty members to assist in research, teaching and other academic endeavors. Additional scholarships are available on a competitive basis to minority students. Additional information and application forms can be obtained from the Director of Graduate Programs.

GOALS

Graduate Opportunities for Advanced Level Study (GOALS) is the minority recruiting program of a national consortium of ILR schools. Minority students admitted to WVU's ILR program are eligible to compete for full fellowships offered by GOALS.

Academic Common Market

The master of science program in industrial and labor relations is an Academic Common Market program. Residents of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, South Carolina, Tennessee, Texas, or Virginia who are admitted to the M.S. ILR program can pay tuition at West Virginia University's in-state (resident) rates.

Course Work

The master of science in industrial and labor relations is interdisciplinary in nature and no specific undergraduate major is required. Course work in computer science, labor economics, statistics, and business disciplines is helpful. To gain admission into the master of science in industrial and labor relations program, an applicant must have a bachelor's degree from an accredited institution. Overall grade point average is considered with additional attention given to the grade point average achieved in the last sixty hours of course work. Either the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) is required. A resume is a requirement of the application process. No action is taken on an application for admission until a GMAT or GRE score is submitted. International students must also submit a satisfactory TOEFL score.

GMAT/GRE

Although not required, applicants may wish to send additional supportive material, including letters in support of their application, reference letters, a resume of work experience, and an example of written work.

Students may enter the graduate program in any semester/session. Application deadlines are one month before the start of classes in the term for which admission is sought. Later applications, while acceptable, may diminish the chances for admission due to the graduate class being filled. Since no admission decision can be made without the applicant's GMAT/GRE score being submitted, applicants should keep in mind the GMAT/GRE test schedule.

**Application
Deadlines**

The mission of the Institute of Industrial and Labor Relations (ILR) is to coordinate instruction, research, and public service activities, which embrace a study of the elements of human resources development uniquely identified with the economy of West Virginia. Membership is open to faculty who have an interest in the mission of the ILR. The ILR serves as a means of rational response to economic trends based on an amalgamation of the three University functions: faculty/student research on a continuing basis in search of human resource development possibilities; use of research results in credit instruction to produce a growing cadre of graduates aware of and trained to be able to contribute to the state's economic goals; and, using both of the former, extension and public service efforts designed to place the state's human resource development and use activities on their most economically rational courses.

**Institute of
Industrial
and
Labor
Relations**

The master of science in industrial and labor relations has a two-part core. The total length of the program will not be greater than 47 semester hours nor less than 42 hours. Program length depends upon the composition of course work taken as an undergraduate.

ILR Core

The required ILR core classes are designed to provide a solid, multidisciplinary foundation of ILR theory and practice. ILR 314 presents an overview of ILR theory, practice, and issues from a management perspective. Its counterpart is ILR 316, which covers the same subjects from the perspective of organized labor. In ILR 312 the concepts of industrial psychology are applied to ILR. An eclectic view of collective bargaining and labor relations complete the sequence (ILR 262).

**Required
Courses**

	Hr.
ILR 262 <i>Collective Bargaining and Labor Relations</i>	3
ILR 312 <i>Organizational Theory, Behavior and Communication</i>	3
ILR 314 <i>Industrial Relations Strategy and Policy</i>	3
ILR 316 <i>Labor Organization Industrial Relations</i>	3

Industrial and labor relations functions are not separate from other organizational activities. Firms, labor organizations, and government units integrate ILR with their management, business law, economics, accounting, finance, and marketing activities. The Business and Economics (B & E) core is designed to provide ILR students with the body of knowledge necessary to these functions. They also include skills classes in computer hardware and software, management information systems, and integrative policy formulation. Students who have acquired equivalent knowledge of these areas as undergraduates may waive up to five hours of this functional core. If equivalent undergraduate course work exceeds five hours, ILR elective course work will be substituted for B & E core hours.

B & E Core

Program length may vary between 42 and 47 semester hours. Students who have no B & E background will complete a 47 credit-hour program. Those with equivalent course work may waive up to five hours of graduate require-

ments, resulting in a 42 credit-hour program.

The B & E core is as follows:

ACCT 311 <i>Financial Accounting for Decision Making</i>	3 hr.
BLAW 311 <i>Legal and Regulatory Environment</i>	2 hr.
ECON 317 <i>Economic Decision Making</i>	2 hr.
FIN 311 <i>Managerial Finance</i>	2 hr.
MANG 311 <i>Management Information Systems</i>	3 hr.
MANG 321 <i>Operations Management/ Applied Quantitative Analysis</i>	3 hr.
MANG 351 <i>Policy and Strategy</i>	3 hr.
MKTG 311 <i>Marketing Management</i>	2 hr.

The remaining hours will be chosen from the following courses after consultation with the adviser. While the listed courses are preferred, considerable latitude may be given the student by the adviser to choose other courses which are particularly appropriate to the student's background and interest. Approval must be obtained in advance. No more than six elective hours may be taken at the 200 level. Electives may be chosen from the following:

Industrial Labor Relations	301 <i>Industrial Relations Analytical Techniques 1</i>	3 hr.
	302 <i>Industrial Relations Analytical Techniques 2</i>	3 hr.
	330 <i>Compensation Issues</i>	3 hr.
	332 <i>American Trade Unionism</i>	3 hr.
	333 <i>Seminar: Quality of Work Life</i>	3 hr.
	334 <i>Work Group Dynamics and Leadership</i>	3 hr.
	337 <i>Practicum in Industrial Interviewing</i>	3 hr.
	340 <i>Arbitration Theory and Practice</i>	3 hr.
	342 <i>Advanced Collective Bargaining</i>	3 hr.
	344 <i>Benefits</i>	3 hr.
	345 <i>Equal Employment Opportunity Problems</i>	3 hr.
Management	491A <i>Advanced Study</i>	1-6 hr.
	491B <i>Advanced Study: Practicum in ILR</i>	3 hr.
	217 <i>Personnel and Compensation</i>	3 hr.
	218 <i>Focal Points in Management</i>	1-3 hr.
Business Law	325 <i>Organizational Design</i>	3 hr.
	349 <i>Seminar in Management</i>	3 hr.
Sociology and Anthropology	211 <i>Personnel Relations and the Law</i>	3 hr.
	311 <i>Legal and Regulatory Environment</i>	3 hr.
Economics	204 <i>Complex Organizations</i>	3 hr.
	233 <i>Sociology of Work and Work Places</i>	3 hr.
	375 <i>Fundamentals of Gerontology</i>	3 hr.
	211 <i>Micro Economic Analysis</i>	3 hr.
	212 <i>Macro Economic Analysis</i>	3 hr.
	310 <i>Advanced Micro Theory 1</i>	3 hr.
	312 <i>Advanced Macro Theory 1</i>	3 hr.
	318 <i>Economic Policy</i>	3 hr.
	340 <i>Public Finance</i>	3 hr.
	360 <i>Advanced Human Resource Economics</i>	3 hr.
	364 <i>Seminar in Labor Economics</i>	3 hr.

341 <i>Administrative Organization and Management</i>	3 hr.	Public Administration
343 <i>Public Personnel Administration</i>	3 hr.	
348 <i>Legal/Political Foundation of Public Administration</i>	3 hr.	
443 <i>Public Sector Labor Relations</i>	3 hr.	
448 <i>Legal Environment</i>	3 hr.	
222 <i>Job Evaluation and Wage Incentives</i>	3 hr.	Industrial Engineering
260 <i>Human Factors Engineering</i>	3 hr.	
261 <i>System Safety Engineering</i>	3 hr.	
361 <i>Industrial Hygiene Engineering</i>	3 hr.	
362 <i>Systems Safety Engineering</i>	3 hr.	
360 <i>Compensation Law</i>	3 hr.	Law
391 <i>Arbitration</i>	3 hr.	
391 <i>Public Sector Labor Law</i>	3 hr.	
391 <i>OSHA</i>	3 hr.	
391 <i>Civil Rights</i>	3 hr.	
391 <i>Labor Law 1</i>	4 hr.	
394 <i>Labor Law 2</i>	2 hr.	
301 <i>Fundamentals of Counseling</i>	3 hr.	Counseling
320 <i>Vocational Development and Occupational Choices</i>	3 hr.	
312 <i>Psychological Aspects of Disability</i>	3 hr.	
320 <i>Vocational Development and Occupational Choices</i>	3 hr.	
301 <i>Computers in Research</i>	3 hr.	Computer Science

The industrial relations program requires that the student maintain a grade-point average of at least 3.0 on all work taken as a graduate student while enrolled in the College of Business and Economics. In addition, the student must maintain a 3.0 average in all work counting toward the graduate degree. A student whose cumulative grade-point average falls below 2.75 will be placed on probation. If the student's average is not brought up to 2.75 by the end of the following semester, the student will be suspended from the program. A grade below C in any course taken while enrolled as a graduate student will result in suspension from the program.

Graduate work in industrial relations typically is interdisciplinary in nature. The Ph.D. emphasis retains this orientation while providing students with a Ph.D. level of understanding of economic theory and economic analysis. Students in the industrial relations option take the nine core courses in the Ph.D. in economics program, take comprehensive examinations in microeconomic theory and macroeconomic theory, and follow the rules and requirements for obtaining the economics Ph.D.

Students are required to complete two fields of concentration. One field must be industrial and labor relations, which consists of the following courses:

- ILR 334 *Leadership and Work Group Dynamics*
- ILR 342 *Advanced Collective Bargaining*
- ILR 491A *Practicum in Research Methods*
- ILR 491B *Research Theory*

The remaining field must be from within the Department of Economics. Most commonly, this field is labor economics. Students must pass written comprehensive examinations in their two fields of concentration.

Industrial and Labor Relations (ILR)

262. *Collective Bargaining and Labor Relations*. 3 hr. Examination of the theory and practice of collective bargaining. Topics include economics and historical environment, labor law, unionization, contract negotiation, patterns in contract content, conflict resolution, grievance handling, and an introduction to arbitration.

301. *Industrial Relations Analytical Techniques 1*. 3 hr. PR: Admission to the ILR graduate program and C S 5 or equiv. Introduction to the software and hardware appropriate for use in human resource applications, emphasizing efficient and effective use of previously developed software. Introduction to quantitative analytical decision-making techniques.

302. *Industrial Relations Analytical Techniques 2*. 3 hr. PR: Admission to the ILR graduate program. Further development of the quantitative analytical techniques and of business information systems used in the human resources field. Emphasis on quantitative decision-making and information systems in an industrial relations setting.

310. *Human Resources Economics*. 3 hr. PR: Admission to the ILR graduate program. Consideration of the conditions of employment and unemployment at both macro and micro levels under varying degrees of competition, including the process of labor force preparation, labor market data and policy.

312. *Organizational Theory, Behavior, and Communication*. 3 hr. PR: Consent. Emphasis on the communication processes involved in problem resolution including organizational decision making. Problems include organizational evaluation methods, training and leadership development, staffing, evaluation of proficiency of individuals, systems, and procedures.

314. *Industrial Relations Strategy and Policy*. 3 hr. PR: Consent. Explores the integrative dimensions of organizational policies and their relationship to the personnel and industrial relations function. Business ethics in the industrial relations function.

316. *Labor Organization Industrial Relations*. 3 hr. PR: Consent. Introduction to dynamics (adversary/cooperative) of industrial relations from a union viewpoint. Topics include conflict resolution, union government, alternatives to economic conflict bargaining, interaction, the state of industrial relations and work society.

330. *Compensation Issues*. 3 hr. PR: Consent. Seminar in compensation designed to develop further understanding of compensation theory and practice. Topic areas will include labor supply, wage theory, legal constraints, motivation, equity theory, organizational development as well as compensation structure and administration.

332. *American Trade Unionism*. 3 hr. PR: ILR 262 or 316 or consent. Examines the rise of American unionism and traces historical factors shaping its philosophy. Topics include economic conditions and union history, comparisons of AFL and CIO structures and the AFL-CIO as a government.

333. *Seminar: Quality of Work Life*. 3 hr. PR: Consent. Analysis of current trends and approaches in "quality of work life improvement" with special attention to developments in participative management, job enrichment and gain sharing. Results of current research are featured.

334. *Work Group Dynamics and Leadership*. 3 hr. PR: Consent. Small group or individual research on topics related to leadership and group dynamics in the work environment including training and other human relations programs.

337. *Practicum in Industrial Interviewing*. 3 hr. PR: ILR 312 and consent. Experiential learning of industrial interviewing techniques covering legal and technical aspects of employment interviewing and other types of interviewing.

340. *Arbitration Theory and Practice*. 3 hr. PR: ILR 262 and consent. Study of the purpose of arbitration, trends, principles of contract construction, hearing procedure evidence, remedies, training and education of arbitrators, training of advocates, and decision writing. Students will arbitrate mock cases.

342. *Advanced Collective Bargaining*. 3 hr. PR: ILR 262 or consent. Development of the economic theory, empirical analysis and policy implications of the impact of collective bargaining on wages, employment, market structure, and prices.

344. *Benefits*. 3 hr. Considers employee benefits from the perspective of the industrial relations specialist who is responsible for articulating and administering a corporate program. Includes study of all benefits covered by major federal legislation.

345. *Equal Employment Opportunity Problems*. 3 hr. PR: Consent. A series of lectures by specialists in equal employment opportunity affairs. Lecturers will include attorneys, directors of state and national EEO agencies, and representatives of business and industry and the labor movement.

491. *Advanced Study*. 1-6 hr.

497. *Research*. 1-15 hr.

CORE Courses

Accounting (ACCT)

311. *Financial Accounting for Decision Making*. 3 hr. PR: Consent. Basic accounting assumptions and standards underlying financial statements, the significance of financial statement measurements, and the relevance of such data for planning and control. Emphasis on financial statement and cash-flow analysis.

Business Law (BLAW)

311. *Legal and Regulatory Environment*. 2 hr. PR: Consent. Examination of the legal environment in which business decisions are made and the response of the legal environment to change. Familiarization with the role of administrative agencies in the regulatory process.

Economics (ECON)

317. *Economic Decision Making*. 2 hr. PR: ECON 54 or consent. Analysis of the firm as an optimizing unit operating in the market place. Examination of product demand, production and costs, pricing theory and practices, risk, and capital budgeting.

Finance (FIN)

311. *Fundamentals of Finance*. 2 hr. PR or Coreq: ACCT 311 or consent. Covers the basics of standard financial activities of the firm including: financial planning, the structure of financing, and asset selection.

Management (MANG)

301. *Organization Behavior and Ethics*. 3 hr. PR: Consent. Interpersonal relationships through which administration becomes effective. Emphasis on human factors, but influences of economic and technological factors also are considered. Focus on ethics and importance of harmony between individual needs and organization goals.

311. *Management Information Systems*. 3 hr. PR: Consent. Examines computer technology, applications, information systems, and performance. Computer system planning, selection, and implementation. Computer impact upon management, organization, and society from a managerial point of view.

321. *Operations Management/Applied Quantitative Analysis*. 3 hr. PR: Consent. Review of concepts, techniques, and models encountered in manufacturing and service operations. Modeling approach and computer applications in operations management and management science are emphasized.

351. *Policy and Strategy*. 3 hr. PR: Consent. M.B.A. capstone course. Integrates functional knowledge with strategy formulation and strategy implementation concepts. Cases of organizations varying in size, national affiliation, and profit orientation are analyzed with special emphasis on ethics and social responsibility.

Marketing (MKTG)

311. *Marketing Management*. 2 hr. Introduction to marketing management with specific emphasis on consumer behavior and market segmentation, product planning, promotion, distribution, and pricing.

College of Creative Arts

Philip J. Faini, M.M. (WVU). Dean and Director

J. Bernard Schultz, Ph.D. (U. Pitt.). Interim Associate Dean

The College of Creative Arts, composed of the Divisions of Art, Music, and Theatre, serves an academic and cultural function that provides an educational and interdisciplinary environment for the exploration, advancement, and understanding of the visual and performing arts. The College boasts a distinguished faculty: actors, artists, composers, conductors, directors, instrumentalists, vocalists, and writers bring to the college a commitment to a creative process of artistic growth which is shared with each student. Through teaching, research, and service, the faculty of the college provides students the professional preparation to enable achievement of the highest level of performance, scholarly research, and creative activity.

Graduate programs in art, music, and theatre are characterized by quality and diversity of faculty, students, and curricular opportunity. Each division is an accredited member of the nationally recognized accrediting agency for professional instruction in the discipline: art programs are accredited by the National Association of Schools of Art and Design; music programs are accredited by the National Association of Schools of Music; and theatre programs are accredited by the National Association of Schools of Theatre.

The College of Creative Arts is committed to providing the highest levels of creative, intellectual, and cultural experiences in art, music, and theatre to the University, the state, and the region. In an environment rich with art exhibitions, concerts, and plays, students gain the knowledge, skills, experience, and inspiration necessary for professional success. Students, faculty, and visiting artists present a full calendar of performances and exhibitions open to the public.

The Creative Arts Center, which houses the college, is a modern, multi-million dollar instructional and performance facility with three theatres, two recital halls/recording studios; scenery, painting, drawing, design, costume, printmaking, sculpture, ceramic, and instrumental studios; additional art studios; and two art galleries.

The Ph.D. curriculum in music prepares students for careers as teachers in higher education; the D.M.A. curricula in performance and literature (piano, organ, percussion, voice) or composition prepare students who seek advanced training while also aspiring to teaching careers in higher education. The master of fine arts (MFA) is a terminal degree in art and theatre that prepares students for careers in ceramics, graphic design, painting, printmaking, sculpture, acting, or theatre design/technology.

The master of music degree enhances undergraduate programs in performance, music education, theory, music history, and composition. The master of arts has concentrations in art education, art history, and studio art.

For further information, please contact:

Graduate adviser, Division of Art at (304) 293-2140 X 141

Director of graduate studies in music, Division of Music at (304) 293-5511 X 196

Chair, Division of Theatre at (304) 293-2020 X 120

Our mailing address is College of Creative Arts, Creative Arts Center, West Virginia University, P.O. Box 6111 Morgantown, WV 26506-6111.

Special Admission Information

The College of Creative Arts offers graduate programs leading to terminal degrees in art, music, and theatre. All students apply for admission through the University's Office of Admissions and Records. All candidates for graduate degrees must conform to University regulations for graduate study. Requirements for admission to specific programs are included in the program descriptions. Most programs require an audition or a

portfolio review as a part of the admission process.

Full graduate assistants receive a stipend and are eligible to apply for remission of fees. Approximately 11 graduate assistantships in art, 24 in music, and 14 in theatre are available each year. Application for these assistantships should be made to each division; the application deadline for art is April 1, for music March 1, and for theatre April 1.

Graduate Programs

Art	M.A.
Music	M.M. D.M.A., Ph.D.
Theatre	M.F.A.
Visual Art	M.F.A.

Graduate Faculty

[†]indicates regular membership in the graduate faculty.

*indicates associate membership in the graduate faculty

Art

Professors

[†]Robert P. Anderson, M.F.A. (Alfred U.). Ceramics.

*Eve Faulkes, M.F.A. (R.I. School of Design). Graphic design.

[†]Clifford A. Harvey, B.F.A. (Mpls. C. Art & Des.). Graphic design.

[†]Margaret T. Rajam, Ph.D. (U. Mich.). *Emerita*.

[†]Bernard Schultz, Ph.D. (U. Pitt.). Chairperson. Art history, Italian renaissance, Modern art, Art theory.

Associate Professors

*Carmon Colangelo, M.F.A. (LSU). Interim Associate Chairperson; Graduate adviser. Printmaking.

*Victoria Fergus, Ph.D. (Purdue U.). Undergraduate adviser. Art education.

*Alison Helm, M.F.A. (Syracuse U.). Sculpture.

*Paul Krainak, M.F.A. (North. Illinois U.). Painting.

[†]William J. Thomas, Ph.D. (Penn. St. U.). Art education.

Assistant Professors

*Sergio Soave, M.F.A. (WVU). 2-D visual foundations, Printmaking.

Music

Professors

[†]Peter Amstutz, D.M.A. (Peabody Conserv.). Piano.

[†]John Beall, Ph.D. (U. Roch, Eastman Sch. of Mus.). Composition, Theory.

*Thomas S. Brown, Ph.D. (Northwestern U.). Coordinator, Music Education. Vocal music, Appalachian music.

[†]Philip J. Faini, M.M. (WVU). Dean and Director, College of Creative Arts. Percussion, African music.

[†]William P. Haller, D.M.A. (N. Tex. St. U.). F.A.G.O. Organ, Theory.

[†]Barton Hudson, Ph.D. (Ind. U.). Director of Graduate Studies; Coordinator, Music History/Literature. Musicology, Renaissance music.

[†]Gerald Lefkoff, Ph.D. (Cath. U. Am.). Coordinator, Theory-Composition. Theory, Electronic music, Viola.

[†]James E. Miltenberger, D.M.A. (U. Roch.-Eastman Sch. of Mus.). Acting Chairperson. Piano, Piano repertoire.

[†]Augusto Paglialunga, M.M. (New England Conserv.). Artist-in-residence. Voice.

[†]Richard E. Powell, M.Ed. (S.W. Tex. St. C.). Coordinator, Brass-Percussion Instruments. Low brass instruments, Pedagogy.

[†]William Skidmore, M.M. (U. Illinois). Coordinator, Stringed Instruments, Cello.

[†]William Taylor, M.M. (Ind. U.). Voice.

[†]Gilbert Trythall, D.M.A. (Cornell U.). Composition, Electronic music, Theory.

- *Don G. Wilcox, M.A. (Cal. St. C.—L. Bch.). Director of Bands. Conducting.
- *Cecil B. Wilson, Ph.D. (Case West. Res. U.). Assistant Vice President for Faculty Development
Musicology, 19th century music, Orchestration.

Associate Professors

- *Joyce Catalfano, M.M. (Ithaca C.). Coordinator, Woodwind instruments. Flute.
- *Barbara Coeyman, Ph.D. (CUNY). Musicology, Baroque music. Collegium Musicum
- *John E. Crotty, Ph.D. (Eastman Sch. of Mus.). Theory, Analysis, Composition
- *Christine B. Kefferstan, * D.M.A. (U. Conn.). Coordinator, Keyboard instruments. Piano.
- *Alexander Meshibovsky, D. Mus. (Gnessin Inst., Moscow). Violin.
- *Janis-Rozena Peri, M.M. (Miami U.). Voice.
- *Max Peterson, M.A. (U. Iowa). Director of Choral Activities. Choirs, Conducting
- *Janet Robbins, Ph.D. (Ohio St. U.). General music education.
- *Connie Sturm, Ph.D. (U. Okla.). Piano, Group piano, Piano pedagogy.
- *Robert H. Thieme, Jr., M.M. (WVU). Director, WVU Opera Theatre. Opera, Vocal repertoire, Accompanying, Coaching.
- *John F. Weigand, D.M.A. (Florida State). Coordinator, Undergraduate Admissions.
Clarinet, Chamber music.
- *Christopher Wilkinson, Ph.D. (Rutgers U.). Music History-Literature.
Musicology, 20th century music.
- *John R. Winkler, D.M.A. (Northwestern U.). Trumpet, Theory, Chamber music.

Assistant Professors

- *David Bess, Ph.D. (WVU). Instrumental music education.
- *Cynthia Dewey, D.M.A. (Louisiana St. U.). Coordinator, Voice/Opera. Voice, Vocal diction and pedagogy.
- *Virginia Thompson, D.M.A. (U. of Iowa). French Horn.

Theatre

Professors

- *Frank Gagliano, M.F.A. (Columbia U.). Claude Worthington Benedum Professor.
Playwriting.
- *Joann Spencer Siegrist, M.F.A. (U. Ga.). Puppetry, Creative drama.
- *John C. Whitty, Ph.D. (U. Iowa). Theatre history.

Associate Professors

- *W. James Brown, M.F.A. (U. Wash.). Chairperson. Theatre design.
- *Michelle Guillot, M.F.A. (Yale Sch. Drama). Theatre design.
- *Jerry McGonigle, M.F.A. (Actor's Conserv. Theatre). Acting.
- *Victor G. McQuiston, M.F.A. (Ohio St. U.). Technical direction.
- *Linda D. Milian, M.F.A. (Rutgers U.). Costuming.
- *Joseph Olivieri, M.F.A. (Actor's Conserv. Theat.). Acting.

Assistant Professors

- *Amelia Howe Kritzer, Ph.D. (U. Wisc.-Madison). Theatre history.

Art

Carmon Colangelo, Graduate Adviser, Division of Art

Degrees Offered: Master of Arts, Master of Fine Arts

Master's Programs

The graduate programs in art lead to a master of arts with emphasis in art, art education, or art history (one to two years or 30 credit hours) and to a master of fine arts with emphasis in visual art (two to three years or 60 hours). Both of these programs are highly selective and closely integrated parts of the professional education in art offered by the Division of Art. All applicants are expected to have artistic maturity and the motivation to achieve excellence in their areas of concentration.

Accreditation

The Division of Art is an accredited institutional member of the National Association of Schools of Art and Design, the only nationally recognized accrediting agency for professional art instruction. Applicants to programs in art must comply with the standards for admission set by West Virginia University, the College of Creative Arts, and the Division of Art.

Master of Fine Arts

The M.F.A. is the terminal degree in studio art; it prepares students for professional practice in art. Our selective and limited enrollment insure regular individual contact with a dedicated, diverse faculty, who are committed to a sustained professional exchange with each student. A collaboratively designed curriculum includes weekly critiques engaging all studio majors and faculty. Media experimentation is encouraged. Students must be able to apply and communicate a diverse body of knowledge relating historical, cultural, contemporary, and aesthetic issues to their professional practice. Students are expected to articulate and defend their position in the profession of art.

Master of Arts

M.A. students in studio art, art education, or art history critically study, explore, and evaluate their chosen content area, ensuring a solid foundation for further professional practice or research.

Reviews

All students enter the graduate programs in art as preliminary candidates. Students in the M.F.A. program are reviewed for advancement at the end of their first year of study or upon the completion of 24-30 credit hours. Students in the M.A. program are reviewed at the end of their first semester of study or upon the completion of 12-15 credit hours. A satisfactory review allows students to have degree candidate status. Candidacy status must be approved by the student's graduate committee. All students in degree programs, either M.F.A. or M.A., must prepare a written thesis. A graduate exhibition is required of all M.F.A. students.

Deficiencies

Before students are admitted, they must meet any deficiencies in their undergraduate preparation. Credits taken to erase deficiencies do not count toward a graduate degree.

The Division of Art has high expectations for its graduate students. Because of this, certain standards of achievement exceed the minimum standards set by the University for all graduate students. The Division of Art reserves the right to impose stricter limitations on all art graduate students. **Credit hours in courses with an earned grade of "C" do not automatically count toward graduate degree requirements.** The graduate committee and the divisional chairperson have the right to declare such credit hours unacceptable.

Supplies

All graduate art majors are required to purchase most of their personal equipment and expendable supplies. Some studio areas purchase bulk supplies for student use in their courses from an art fee which ranges from \$105 to \$140 semester.

All candidates for a graduate degree in art must prepare a written thesis (or graduate project) related to their work and activity as a graduate student. The chairperson of the student's graduate committee supervises the preparation of the thesis, which must be completed at least one month before the anticipated graduation date. The thesis must be prepared according to the form prescribed in the WVU regulations governing the preparation of dissertations and theses as well as divisional guidelines, unless an exception is authorized in advance by the student's graduate committee and the division chairperson.

Thesis

A preliminary candidate in a graduate art program is not guaranteed acceptance into another graduate art program. A change from the M.F.A. program to the M.A. program (or the reverse) must be approved by the graduate faculty of the Division of Art. Under normal conditions, such a change is not considered until the student has established credibility by successfully completing 12-15 approved credit hours of study at WVU. A change to a program outside the Division of Art must be approved by the receiving unit. To make an application for a double degree program or special interdepartmental programs at the graduate level, students must have written prior approval of the division chairperson.

Program Transfer

Requests for application forms for admission to graduate degree programs in art must be addressed to the Office of Admissions and Records, West Virginia University, P.O. Box 6009, Morgantown, WV 26506-6009. Applicants must specify the degree and subject area of their choice and return the application and transcripts from each college or university previously attended to the above address with a \$25 non-refundable processing fee.

Application

All applicants for both the M.F.A. and the M.A. (studio and art education) must present a portfolio for admission to the Division of Art. Applicants for art history must submit a copy of a written research project. Applicants should take care to select slides of recent and representative work for inclusion in the portfolio. The portfolio must contain a statement of purpose, and three letters of recommendation from college faculty or persons knowledgeable of the applicant's interests and abilities, and twenty 35mm slides. Each slide should be labeled with name, date of completion, size of work, and type of medium and arranged in an 8" by 11" transparent plastic slide holder for mailing. The complete portfolio, with the purpose statement, three letters, and 20 slides, should be submitted to: Graduate Adviser, Division of Art, College of Creative Arts, West Virginia University, P.O. Box 6111, Morgantown, WV 26506-6111. Provide a stamped, self-addressed envelope to assure prompt, safe return of the slides.

Portfolio

The M.F.A., a professionally oriented terminal degree in the studio arts, requires a baccalaureate degree in art or its equivalent for admission. Preparation should include 12 hours of art history, 70 hours of studio art related to professional needs, and 36 hours of general education. The suggested distribution of studies for the 60 credit hour program is:

MFA in Visual Arts

Art Studio Major Area	36 hours
Art Studio Elective	6 hours
Teaching practicum	3 hours
Graduate Seminar (or approved elective)	3 hours
Art History	6 hours
Graduate Exhibition and Thesis	6 hours

To earn the M.F.A., a student must complete a combined (undergraduate and graduate) total of 118 hours in studio, 18 hours in art history, and the appropriate number of credit hours in general education courses.

All students in the M.F.A. program are required to submit a statement of intention after completion of 12 credit hours, to indicate the direction and implementation of their studio involvement.

Transfers

In addition to the application materials listed, transfer students must ask to transfer graduate work completed elsewhere. Transcripts must accompany the written request. Transfer credit is not automatic. The art faculty review committee, the graduate adviser, and the division chairperson will determine how much, if any, previous graduate-level work may be transferred. At least 60 percent of the work for the M.F.A. must be completed at WVU in the studio arts.

Time in Residence

The M.F.A. student must complete the stated requirements in order to graduate, usually in a two-year period. Most students take 15 hours per semester. All students accepted into the M.F.A. program are required to spend four full-time semesters (excluding summer sessions) in residence. Concentrations for the M.F.A. include ceramics, graphic design, painting, printmaking, and sculpture.

Distribution of Courses

The following is the recommended distribution of required M.F.A. courses:

First Year—Preliminary Candidate

Art Studio Major Area	18 hr.
Art Studio Elective	3 hr.
Teaching Practicum	3 hr.
Graduate Seminar	3 hr.
Art History*	3 hr.
Total	30 hr.

*Graduate credits in art history must be at the 300-level (graduate) and are in addition to courses taken or required at the undergraduate level.

Second Year—M.F.A. Candidate

Art Studio Major Area	18 hr.
Art Studio Elective	3 hr.
Art History*	3 hr.
Graduate Exhibition and Problem Report**	6 hr.
Total	30 hr.

*Graduate credits in art history must be at the 300-level (graduate) and are in addition to courses taken or required at the undergraduate level.

**Graduate exhibition and thesis (Art 400) will include organized graduate seminars, committee meetings, and exhibition preparation discussions.

M.A. Art Education

Art education is a popular option for graduate study in art. Specialization in art education requires the completion of 30 credit hours program. The exact course of study is determined through consultation with the student's adviser. The art education concentration may be completed in one year of full time study. The general distribution of graduate credits is as follows:

Art studio major area	9 hr.
Art studio elective	6 hr.
Art education or approved studies (including a graduate project)	15 hr.
Total	30 hr.

Every graduate student is required to complete a graduate project. The graduate art faculty recommend those students who may be required to hold a graduate exhibition.

The art history concentration is accredited by the National Association of Schools of Art and Design. For information about this option, please contact the coordinator of art history or the graduate adviser in the Division of Art. The general distribution of graduate credits for a concentration in art history is as follows:

**M.A.
Art
History**

Art history	21 hr.
Cognate courses	6 hr.
Art 400 (thesis)	3 hr.
Total	30 hr.

The studio art concentration allows students to specialize in ceramics, graphic design, painting, printmaking, or sculpture.

**M.A.
Studio
Art**

Applicants desiring to begin a course of study leading to the Master of Arts in Art and concentration in the studio arts must have a baccalaureate degree in art or the equivalent. Undergraduate study should include 12 hours of art history, 45 hours of studio art related to professional needs, and 36 hours of general education courses.

The concentration in studio art requires:

Art Studio Major Area	18 hr.
Art Studio Elective or Graduate Seminar*	3 hr.
Art History**	6 hr.
Art 400 (Thesis)	3 hr.
Total	30 hr.

*In lieu of art studio elective instruction, students may take the graduate seminar course. Exact courses of study are determined in consultation with the graduate adviser.

**Graduate credits in art history must be at the 300-level (graduate) and are in addition to courses taken or required at the undergraduate level.

The student must complete the stated degree requirements in order to graduate. These credits can be earned in one year. After consultation with the graduate adviser, students specializing in studio arts are required to prepare a study list of courses to be taken to satisfy Division of Art requirements. Changes in this list must be requested in writing and approved by the chairperson of the division.

Requirements

Financial aid information is available through the Student Financial Aid Office, West Virginia University, P.O. Box 6004, Morgantown WV 26506-6004. Graduate assistantships in art are awarded to students of exceptional promise by the faculty of the Division of Art. Application forms must be requested from the graduate adviser, Division of Art, College of Creative Arts, West Virginia University, P.O. Box 6111, Morgantown, WV 26506-6111, and submitted with the portfolio.

Financial Aid

Art (ART)

200. *Directed Art Studies*. I, II, S. 1-15 hr. (May be repeated for credit.) PR: Consent. Studies in painting, sculpture, printmaking, graphic design, ceramics, drawing, art education, art history, includes independent study.

211. *Figure Drawing*. I, II, S. 3 hr. (May be repeated for credit.) PR: ART 12, 121 or equiv. A course in compositional structure from the figure.

212. *Advanced Drawing*. I, II, S. 3 hr. (May be repeated for credit.) PR: ART 211 or equiv. Advance tutorial drawing course.

300. *Graduate Art Studies*. I, II, S. 1-15 hr. (May be repeated for credit.) PR: Consent. Studies in painting, sculpture, printmaking, graphic design, ceramics, drawing, art education, art history; includes independent study.

400. *Graduate Exhibition and Problem Report*. I, II. 3-6 hr. PR: Consent.

490. *Teaching Practicum*. I, II. 3 hr. PR: Consent. Supervised practices in college teaching of studio art.

496. *Graduate Seminar*. I, II. 3 hr. PR: Consent. Issues in contemporary art.

Music

Barton Hudson, Graduate Advisor, Division of Music

Degrees Offered: Master of Music

Doctor of Musical Arts

Doctor of Philosophy

Accreditation

The Division of Music is an accredited institutional member of the National Association of Schools of Music, the only nationally recognized accrediting agency for professional music instruction. All programs comply with the objectives and guidelines required by this organization.

Prospective graduate students in music are required to have completed the appropriate curriculum of undergraduate study in music at WVU or its equivalent at another institution of recognized standing. For acceptance into a degree program the applicant must submit the following to the Director of Graduate Studies, Division of Music, P.O. Box 6111, Morgantown, WV 26506-6111.

Master of Music

- For the master of music degree, an undergraduate transcript showing an average of at least 3.00 on all undergraduate study is required for regular admission; for the Ph.D. and doctor of musical arts, a transcript showing an average of at least 3.0 on the master's degree or equivalent is expected;

- Results of the Graduate Record Examination (not required of performance M.M. applicants);

- Three letters of recommendation from individuals qualified to judge the applicant's potential success as a graduate student in music; the writers should submit the letters directly to the Director of Graduate Studies.

Performance

Applicants in performance and for the recital option in music education are also required to demonstrate, by audition or tape recording, the level of attainment in the principal performance area which is prerequisite to the curriculum sought. The evaluation of performance proficiency is based on technical ability, repertoire, and musicianship. A listing of representative material for each performance area, graded by proficiency level, is available upon request.

Audition

The audition for acceptance as a degree student, when required, is assessed for general admission purposes. The estimated proficiency level must be confirmed by a jury examination at the end of the first semester of applied study. Credit in performance may be counted toward degree requirements only after the proficiency level prerequisite has been reached.

Applicants seeking acceptance as composition majors must submit representative compositions for evaluation and approval. Evidence of previous teaching or professional experience is desirable in the consideration of doctoral applicants.

Composition

Admission to the Ph.D. program with a specialization in music education is contingent upon the receipt of evidence that the applicant has held a position as a successful full-time contractual music teacher for at least three years. Such evidence may be in the form of a letter of recommendation from a school official.

Music Education

Applicants accepted for degree study must take tests in theory and music history, and audition on piano. In addition, voice students take diagnostic tests in vocal literature, diction, and pedagogy. The results of these tests may indicate the need for remedial study, which must be completed before admission to candidacy. Applicants for the areas of theory and composition will be tested more specifically in counterpoint (both sixteenth and eighteenth century), form, instrumentation, and orchestration. Applicants seeking acceptance as composition majors also must submit representative compositions for evaluation and approval.

Applicants whose averages and test scores do not meet the qualifications outlined above may be considered for acceptance as provisional or non-degree students. If, upon completion of up to 12 semester hours of graduate study, they have achieved a minimum of a B (3.0) average, and after any previous undergraduate deficiencies or other conditions have been satisfied, such students may be accepted as degree students.

Provisional Admission

If a tape recording is submitted, it must be of a high quality and have clearly indicated the student's name, titles and composers of works performed, and date of recording. Even the best recordings leave much to be desired, and a personal audition is encouraged. The auditions are normally administered by individually scheduled appointment. These should occur at least six weeks before registration.

Tape Audition

Candidates must establish an overall grade-point average of 3.0 within a maximum of 30 or 36 hours, depending upon the requirements of the chosen curriculum. Applicants will be considered for candidacy upon completion of 12 semester hours of graduate study. No student will be admitted to candidacy before removal of all undergraduate deficiencies. A minimum 3.0 average in all work must be maintained.

GPA

Candidates for the master of music degree may major in one of five fields: music education, performance, theory, composition, or history of music. In the latter four, a minimum of 30 hours is required.

Majors

Students majoring in music education will be allowed one of four options, to be determined in consultation with the program consultant:

Music Education Options

- Thesis option;
- Recital option (if the candidate demonstrates proficiency level 8 in the major performance area within the first 12 hours of enrollment);
- Thirty-six hour course-work option; and
- Certification option (intended for persons possessing a bachelor's degree with a major in music other than music education), leading to eligibility for certification for teaching grades K-12 in the public schools of West Virginia.

For the first three options, the following requirements apply:

- Thirty graduate hours for thesis and recital options, 36 graduate hours otherwise, with a minimum average of 3.0.

- For the thesis or 36-hour options, four hours of performance, either MUSC 400 (principal performance area) or MUSC 310 (secondary performance area.)

- Demonstration of the ability to integrate music history, music theory, and music education by passing comprehensive written and oral examinations.

- Successful completion of a four-credit thesis or two-credit recital for the thesis and recital options, respectively.

Certification

For the certification option, a combination of graduate and undergraduate courses will be selected to satisfy certification requirements. The 36 graduate hours include 12 hours of graduate music education courses and electives chosen to provide a good background for teaching. Undergraduate courses may be necessary to make up deficiencies.

History of Music

PR: Level 7 in the major performance area; Level 4 in piano; four semesters of a foreign language; seven hours upper-division theory; 15 undergraduate hours in music history.

MUSC 430 <i>Introduction to Music Bibliography</i>	3
Music History, chosen from MUSC 221-225	6
MUSC 491 <i>Special Topics</i>	6
Theory Elective	3
MUSC 497 <i>Research</i> (Thesis).....	4
Electives (at least four credits in music).....	8
Total	30

Music Education

PR: Level 2 in piano.

Music Education courses at the 300 or 400 level*	12
One theory course and one music history course	5-6

For Thesis Option:

MUSC 400 and/or 310 <i>Performance</i>	4
MUSC 497 <i>Research</i> (Thesis).....	4
Electives	4-5

For Recital Option:

MUSC 398 <i>Master's Recital</i>	2
MUSC 400 <i>Performance</i> (major performance area)	6
Electives	4-5

For 36-hour Option:

MUSC 400 and/or 310 <i>Performance</i>	4
Electives	14-15
Totals	30 or 36

*Students in the thesis option must include MUSC 446.

Performance

PR: Level 10 in the major performance area, and Level 3 in piano; for organists, Level 5 in piano; for pianists in the piano pedagogy option, Level 9 in piano and one year of piano pedagogy/group or equivalent teaching experience; for voice majors, the same language requirements as those for the B.M. degree.

MUSC 400 <i>Performance</i> (major performance area)	8
MUSC 430 <i>Introduction to Music Bibliography</i>	3

For Traditional Performance Option:

MUSC 398 <i>Master's Recital</i>	4
One of the following	2

MUSC 398 *Master's Recital*

MUSC 431 *Research Problems for Performers*

One theory course and one music history course (chosen from Music 221-225)	5-6
Music electives (no more than four hours in major performance area)	7-8
Total	30

For Piano Pedagogy Option:

MUSC 394 <i>Master's Recital</i>	2
MUSC 312 <i>Studies in Keyboard Performance and Pedagogy</i>	6
MUSC 392 <i>Guided Studies</i> (Teaching internship)	4
One theory course or one music history course	2-3
Music electives	4-5
Total	30

For Conducting Option:

MUSC 398 <i>Recital</i>	6
MUSC 410 <i>Conducting Seminar</i>	6
MUSC 335/336 <i>Studies in Vocal/Instrumental Music</i>	3
MUSC 467 <i>Analytical Techniques</i>	3
MUSC 468 <i>Compositional Techniques in 20th-Century Music</i>	3
MUSC 470 <i>Transcription and Arranging</i>	2
Electives	2
Total	36

PR: Level 8 in the major performance area; Level 4 in piano; evaluation of previously completed compositions at a graduate major level. **Composition**

MUSC 430 <i>Introduction to Music Bibliography</i>	3
MUSC 460 <i>Composition</i>	6
MUSC 468 <i>Compositional Techniques in Contemporary Music</i>	3
MUSC 475 <i>Pedagogy of Theory</i>	3
MUSC 483 <i>Theory Topics</i>	3
MUSC 497 <i>Research</i> (Thesis)	4

Music electives (must include one of the following):

MUSC 460 <i>Electronic Music Composition</i>	
MUSC 467 <i>Analytical Techniques</i>	
MUSC 470 <i>Transcription and Arranging</i>	
Total	30

PR: Level 8 in the major performance area; Level 4 in piano.

MUSC 430 <i>Introduction to Music Bibliography</i>	3
Graduate music history	3
MUSC 467 <i>Analytical Techniques</i>	3
MUSC 468 <i>Compositional Techniques in Contemporary Music</i>	3
MUSC 475 <i>Pedagogy of Theory</i>	3
MUSC 483 <i>Theory Topics</i>	3
MUSC 497 <i>Research</i> (Thesis)	4
Electives (at least four credits in music)	8
Total	30

Theory

A representative public recital is required of candidates majoring in performance. Composition majors must submit as a thesis a composition in a large form. All candidates for the master of music degree are required to participate for credit for two semesters (or summer sessions) in a performing group which meets at least two clock hours per week and which is selected with the adviser's approval.

Additional Requirements

Orals	A general comprehensive oral examination must be passed by all candidates for the master of music degree. Unsuccessful candidates may repeat this examination after a three-month period. The results of the second oral examination will normally be considered final. The examining committee will decide immediately after an unsuccessful second attempt whether a petition for a third attempt will be granted.
Time Limitation	Students must complete their programs in eight calendar years. Failure to do so will result in the loss of credit for courses taken at the outset of the program.
Doctor of Philosophy	The Ph. D. curriculum in music prepares students for careers as teachers in higher education. Acceptance into the doctoral program is competitive; admissions decisions are made each year in the spring for entrance the following fall. Applicants to the program leading to the degree of Doctor of Philosophy must present necessary credentials for evaluation of previous training and experience to the Division of Music. These include scores on the Graduate Record Examination General Aptitude Test, submitted through the WVU Office of Admissions and Records, and evidence that the applicant has completed a minimum of 28 hours in liberal arts studies. Before admission to the program the Division may, at its discretion, require the applicant to take entrance tests in various fields of music, or it may require the applicant to be present for a personal interview. Under normal circumstances, the applicant must have maintained a minimum average grade of B (3.0) in courses taken for the master's degree. However, if sufficient professional experience should warrant, the Division may waive the requirement of a B (3.0) average or may grant an applicant conditional admittance subject to the satisfactory completion of certain specified courses or the attainment of a specified grade-point average within a semester's work.
Course Work	The exact amount and nature of course work undertaken will be determined by the adviser with the approval of the student's doctoral committee in light of previous preparation and field of specialization. The student is expected to take Music 494 <i>Doctoral Seminar</i> as required by the field of specialization. Whatever preparatory courses (languages, statistics, bibliography, etc.) are needed must necessarily be taken early in the course of study. A paradigm of recommended courses and other requirements is available upon request.
Candidacy	<p>Upon completion of the requirements of the Division of Music and the general WVU graduate studies requirements, the student will be recommended for admission to candidacy for the degree. These requirements are (in order of occurrence):</p> <ol style="list-style-type: none"> 1. Demonstrate a satisfactory reading knowledge of German or French or satisfactorily complete Statistics 311-312. Upon recommendation of the adviser, a different romance language may be substituted for French. 2. Pass written qualifying examinations satisfactorily to show: <ol style="list-style-type: none"> a. Broad knowledge in theory and in music history and literature. b. Appropriate knowledge in the minor field. c. Knowledge in depth in the field of specialization. 3. Pass satisfactorily a comprehensive oral qualifying examination. 4. Present and have accepted an outline and prospectus of the dissertation.
Seminars/ Prospectus	The requirement for doctoral seminars must be completed before the presentation of the prospectus. Graduate students who have met these requirements and who have maintained a minimum average of B (3.0) in

Courses completed shall be admitted to candidacy. The qualifying examinations shall be considered as one integral examination consisting of the written and oral parts. If the first attempt is unsuccessful, the student is allowed to try the entire examination a second time. The second attempt will be considered final. The applicant's committee may elect to discourage a second attempt if the first does not indicate probable success upon repetition.

Completion of the requirements for this degree normally requires at least three years of full-time graduate work. A minimum of two consecutive semesters must be spent in residence in full-time graduate study at WVU beyond the master's degree or its equivalent.

The candidate must submit a dissertation produced at WVU under the direction of a major professor which demonstrates a high order of independent scholarship, originality, and competence in research, and which makes an original contribution to the field of specialization.

After the dissertation has been approved and all other requirements have been fulfilled, the candidate's doctoral committee will administer the final oral examination. However, a final examination will not be given in the same semester as the qualifying examination. At the option of the student's committee, a final written examination may also be required. The final examination(s) shall be concerned with the dissertation, its contribution to knowledge, its relation to other fields, and the candidate's grasp of the field of specialization.

Following admission to candidacy, doctoral students are allowed five years to complete all remaining degree requirements. An extension of time may be permitted only upon repetition of the qualifying examination and completion of any other requirements specified by the student's doctoral committee.

The degree of doctor of musical arts (D.M.A.) may be taken in performance and literature (with specialization in piano, voice, percussion, or organ), or in composition. The primary objective is professional competence at the highest level. Historical and theoretical knowledge sufficient to support individualized interpretations for performers and original creative work for composers is also expected. Writing and speaking skills needed to communicate clearly and effectively are required. To assist the student in achieving these objectives, the course of study includes requirements in performance or composition, academic course work, and research.

Acceptance into doctoral programs is competitive; admissions decisions are made each year in the spring for entrance the following fall. Applicants to the program leading to the D.M.A. must present necessary credentials for evaluation of previous training and experience. These include scores on the Graduate Record Examination General Aptitude Test, submitted through the WVU Office of Admissions and Records, and evidence that the applicant has completed a minimum of 28 hours in liberal arts studies. Before admission to the program the Division may, at its discretion, require the applicant to take entrance tests in various fields of music, or it may require the applicant to be present for a personal interview.

Under normal circumstances the applicant must have maintained a minimum average grade of B (3.0) in courses taken for the master's degree. However, if sufficient professional experience should warrant, the Division may waive the requirement of a B average or may grant an applicant conditional admittance subject to the satisfactory completion of certain specified courses or the attainment of a specified grade-point average within a semester's work.

Residence

Dissertation

**Doctor of
Musical Arts**

Admission

GPA

Applicants in performance should submit copies of programs of recent major recitals. The applicant must be approved for the program by an audition committee by giving evidence of superior performance, artistic maturity, and extensive repertoire as specified under Graduate Performance Requirements. The audition committee will include the Chair of the Division of Music, the Director of Graduate Studies, the graduate program adviser in performance, and the major professors involved with the area of specialization.

Applicants in composition must be approved for the program after evaluation by the composition faculty of scores of the applicant's works, accompanied by recordings if possible. These should show successful handling of various forms and media and indicate the applicant's capacity to attain professional standing in the field.

Curriculum

The exact amount and nature of course work undertaken will be determined by the student's adviser with the approval of the doctoral committee in light of previous preparation and field of specialization. A paradigm detailing recommended courses and other requirements is available upon request.

Candidacy

Upon completion of the requirements of the Division of Music and the general WVU graduate studies requirements, the student will be recommended for admission to candidacy for the degree. These requirements are (in order of occurrence):

1. Demonstrate reading proficiency in a foreign language by successful completion either of an examination administered by the Division of Music or the equivalent of the fourth semester of recent language study with a minimum grade of B. Ordinarily, the language is French or German; exceptions may be allowed depending upon the needs of the student.

2. Pass written qualifying examinations satisfactorily to show:

- a. Broad knowledge in theory and music history and literature.

- b. Knowledge in depth of the literature of the field of specialization or of the craft of composition.

3. Pass satisfactorily a comprehensive oral qualifying examination.

4. Present a public recital (performance specialization only).

Graduate students who have met these requirements and who have maintained a minimum average of B (3.0) in courses completed shall be admitted to candidacy. The qualifying examinations shall be considered one integral examination consisting of written and oral parts. If the first attempt is unsuccessful, the student is allowed to try the entire examination a second time. The second attempt will be considered final. The applicant's committee may elect to discourage a second attempt if the first does not indicate probable success upon repetition.

Residence

Completion of the requirements for this degree normally requires at least three years of full-time graduate work. A minimum of two semesters must be spent in residence in full-time graduate study at WVU beyond the master's degree or its equivalent.

Performance

Performance requirements (for performance majors) include private lessons, master classes in applied repertoire, and public performance of at least two solo recitals and other types of presentations appropriate for the preparation of an artist-teacher, such as chamber music programs, concerto performances, major roles in opera or oratorio, or major accompaniments. Credit for each public performance is established in advance by the student's committee. Performances will be prepared under the direction of a WVU regular graduate faculty member.

Composition

Composition requirements (for composition majors) include private lessons and the creation of a composition portfolio. Credit for each composition

is established by the student's committee prior to its completion, it will be subsequently evaluated on a pass-fail basis. Ten credits of the composition portfolio must be completed before admission to candidacy. Work on the major project must commence only after admission to candidacy.

Academic course requirements include courses in music history and theory, and, for performers, an appropriate course in the literature of the major performance area.

Research requirements are intended to develop theoretical and historical investigative techniques sufficient to enable the performer to form valid individualized interpretations and to assist the composer in developing an original style. These requirements consist of the course *Introduction to Music Bibliography* (MUSC 430), demonstration of reading proficiency in either French or German, for composers a doctoral seminar, and for all students a research project culminating in an extended written study related to the student's area, although not necessarily constituting original research. This project will be supervised by a regular graduate faculty member who is a member of the student's doctoral committee in consultation with the entire doctoral committee.

Research

For performers, the final examination will consist of a major solo recital (which will be regarded as the equivalent of the Ph.D. dissertation defense). Immediately following the public performance the candidate's committee will meet to evaluate the performance as evidence of mature musicianship and finished technique. The final examination recital will not occur in the same semester as the qualifying examination.

Final Examination

For composers, when all compositions and the major project have been approved and all other requirements have been fulfilled, the candidate's doctoral committee will administer the final oral examination. At the option of the committee, a written examination may also be required. The final examination(s) shall be concerned with the compositions, the major project, and the candidate's grasp of the field of specialization and its relation to other fields. The final examination will not be given in the same semester as the qualifying examination.

Following admission to candidacy, doctoral students are allowed five years to complete all remaining degree requirements. An extension of time may be permitted only upon repetition of the qualifying examination and completion of any other requirements specified by the student's doctoral committee.

Time Limitation

Music (MUSC)

200. *Directed Music Studies*. I, II, S. 1-4 hr. (May be repeated for credit.) PR. Consent. Studies in performance, music education, music theory, music history, composition, includes directed or independent study in special topics.

210. *Piano Class Methods and Materials*. I. 3 hr. Methods, materials, and pedagogical techniques, including presentation of keyboard theory as used in functional piano. Practical organization of piano classes. Laboratory: observation of experienced class teacher and student teaching.

212. *History of Keyboard Pedagogy and Technic*. II. 3 hr. Study of keyboard development and technique, including pedagogical works of the eighteenth through twentieth centuries and application to specific teaching problems. Laboratory: student teaching and observation, emphasizing analysis and solution of technical problems.

213. *Introduction to Jazz Improvisation*. I. 2 hr. PR: MUSC 63, 64, and Proficiency Level 4. Development of improvisatory skills in the jazz idiom using melodic, harmonic, and rhythmic motives and patterns, and the application of knowledge of tonal centers, chord progressions, and functions.

214. *Advanced Jazz Improvisation*. II. 2 hr. PR: MUSC 213 or consent. Continuation of MUSC 213. Analysis of chord progressions with emphasis on chord substitutions, turnbacks, and scales. Development of jazz repertoire through performance.

218. *Repertoire*. I. 0-2 hr.

219. *Repertoire*. II. 0-2 hr.

221. *Music Before 1500*. I, II, or S. 3 hr. PR: MUSC 33-34 or consent. A study of sacred and secular monophony, Notre-Dame organa, thirteenth-century motet and conductus, and fourteenth- and fifteenth-century polyphony in France and Italy.

222. *Music of the Sixteenth and Seventeenth Centuries*. I, II, or S. 3 hr. PR: MUSC 33-34 or consent. A study of styles and forms from the High Renaissance to the Late Baroque.

223. *Music of the Eighteenth Century*. I, II, or S. 3 hr. PR: MUSC 33-34 or consent. A study of styles and forms of the Late Baroque through the Classic period.

224. *Music of the Nineteenth Century*. I, II, or S. 3 hr. PR: MUSC 33-34 or consent. A study of styles, forms, and theoretical concepts illustrative of nineteenth-century music.

225. *Music of the Twentieth Century*. I, II, or S. 3 hr. PR: MUSC 33-34 or consent. A study of stylistic trends during the twentieth century.

226. *History of Jazz*. I. 3 hr. History and repertory of jazz from its Afro-American origins to c. 1975 with attention to its major exponents (including Joplin, Armstrong, B. Smith, Morton, Ellington, Gillespie, Parker, Davis, Coltrane) and its evolving style.

230. *Music of Africa*. S. 3 hr. Traditional music of selected areas of Africa south of the Sahara with particular reference to East Africa. The diverse musical cultures with emphasis on historical background, instruments, ensembles, forms, and styles, and music in its social context.

239. *Collegium Musicum*. I, II. 1-2 hr. (May be repeated for credit.) PR: Consent. Study of outstanding musical works not in the standard repertory. Performance of vocal and instrumental music, investigation of performance practices, preparation of editions, and direction of rehearsals under supervision.

243. *Music Workshops*. I, II, S. 1-2 hr. (May be repeated for credit.)

248. *Music Arranging for Public School Groups*. I, II. 2 hr. PR: MUSC 66. Practical experience in techniques of making simple, workable arrangements of music for public school choral and instrumental performance groups.

260. *Upper-Division Composition*. I, II. 2 hr. (May be repeated for credit.) PR: Two semesters MUSC 160, or consent based on scores submitted. Creative writing with emphasis on practical composition for performance.

263. *Counterpoint. I.* 2 hr. PR: MUSC 68 or consent. Sixteenth-century counterpoint.
264. *Counterpoint. II.* 2 hr. PR: MUSC 68 or consent. Eighteenth-century counterpoint.
265. *Analysis of Musical Form. II.* 3 hr. PR: MUSC 68 or consent. Detailed study of the structure of music.
267. *Electronic Music. I.* 2 hr. PR: MUSC 68 and consent. Technology of producing electronic music. Methods of producing electronic compositions, relationship between sound signal and sound perceived, ear training, analysis of examples from electronic music literature, and composition of electronic music.
268. *Electronic Music. II.* 2 hr. PR: MUSC 267. Continuation of MUSC 267.
273. *Arranging for Small Jazz Ensemble. I.* 2 hr. PR: MUSC 171, and MUSC 173 or consent. Scoring, voicing, and arranging in various jazz styles, with emphasis on small ensembles comprising three to nine players.
274. *Arranging for Large Jazz Ensemble. II.* 2 hr. PR: MUSC 273 or consent. Continuation of Music 273, with emphasis on arranging for big band and studio jazz ensemble.
310. *Secondary Performance. I, II, S.* 1 hr. (May be repeated for credit.) Group or individual instruction in performance on a minor instrument (or voice), with emphasis on methods and materials for school music teachers.
312. *Keyboard Performance and Pedagogy. I, II.* 1-3 hr. (May be repeated for credit.) (Offered in one credit modules of which students may take one or more each semester.) Pedagogy, repertoire, interpretation, and other topics which will enhance preparation of private piano teachers.
335. *Survey of Vocal Music. I.* 3 hr. PR: 6 hr. upper-division music history. Survey of masses, oratorios, cantatas and operas from late Renaissance to the twentieth century. Solo repertoire will not be included.
336. *Instrumental Music.* 3 hr. PR: 6 hr. upper-division music history or consent. Survey and analysis of orchestral and band music from the late Baroque to the present.
343. *Contemporary Techniques in Classroom Music.* 3 hr. PR: MUSC 152 or consent. Principles and practice of contemporary techniques in elementary and junior high school classroom music, including those of Orff and Kodaly.
344. *Appalachian Music for the Classroom. I.* 3 hr. Lecture, demonstration, and practical experience in performance of Appalachian vocal and instrumental music and in use of this music in public school classrooms. May involve field trips and construction of inexpensive instruments.
346. *Music making in Middleschool/Junior High. II.* 3 hr. PR: MUSC 151, 152, equiv., or consent. Identification and sequencing of appropriate concepts and skills for general music class students. Selection and use of materials including popular music. Emphasis on student music-making activities. Evaluation procedures included.

347. *Music in Early Childhood*. S. 3 hr. PR: MUSC 151, 152, or equiv., or consent. Musical experiences for children three through ten years. Emphasis on intellectual, physical and social/emotional needs and characteristics of children. Materials and activities for developing music concepts, skills, and positive response.

357. *Instrumental Methods and Materials*. 3 hr. PR: MUSC 51, 44, and 45. Methods, materials, and administration of K-12 instrumental music programs; sequential instruction; conceptual and skill development; aural and reading competencies in music. Bi-weekly lab. (3 hr. lec.)

358. *Choral Music Methods and Materials*. 3 hr. PR: MUSC 49 and 51. Methods, materials, and administration of choral music programs; sequential instruction; conceptual and skill development; teaching aural and reading competencies. Bi-weekly lab. (3 hr. lec.)

359. *General Music Methods and Materials*. 3 hr. PR: MUSC 51. Introduction to major pedagogical approaches used in K-12 general music classrooms; examination and development of materials and curricula; analysis of teaching and learning styles. Bi-weekly lab. (3 hr. lec.)

392. *Guided Studies in Music*. I, II, S. 1-3 hr. PR: Graduate standing and consent. Intensive individualized reading reported in group discussions. Course may be repeated as many times as necessary, in as many areas as needed; different sections (i.e. areas) may be pursued simultaneously.

398. *Master's Recital*. I, II, S. 1-4 hr. PR: MUSC 299 (Senior Recital) or consent. Master's Applied students shall be permitted to give a recital only after they pass a qualifying audition before a designated faculty committee in a semester previous to that in which the recital is to be given.

400. *Performance*. I, II. 1-4 hr. (Open to qualified students in any field in Performance. May be repeated.) Normally offered for two credits (one 30-minute lesson per week) or four credits (one 60-minute) lesson per week. A student must demonstrate ability of grade-level 4 on an instrument to receive credit in MUSC 400 on that instrument.

409. *Master Class in Applied Repertoire*. I, II. 2 hr. (May be repeated for credit.) PR: Consent. Designed to give coverage through performance of the literature of a specific D.M.A. Performance field.

410. *Conducting*. S. 3 hr. PR: MUSC 53 or equiv. Instrumental and choral conducting. Major works are prepared and conducted through the use of recordings and music organizations.

419. *Opera Theatre*. I, II. 0-4 hr. PR: MUSC 19 or consent. Continuation of Music 19. Performance of major roles and advanced production techniques. Qualified students will undertake production-direction projects under supervision.

423. *Keyboard Literature*. S. 3 hr. PR: MUSC 218, 219. Intensive study of the literature for keyboard instruments and the history of the literature.

424. *Song Literature*. S. 1-3 hr. PR: MUSC 218, 219. Intensive study of the Art Song and the Lied and the history of their development.

429. *Survey of Sacred Music*. S. 4 hr. PR: MUSC 33, 34 or equiv. Study of music suitable to the liturgical year, including the historical background of the Jewish, Catholic, and Protestant liturgies.
430. *Introduction to Musical Bibliography*. I. 3 hr. PR: MUSC 33 and 34 or equiv. Survey of musical bibliography with appropriate research assignments.
431. *Research Problems for Performers*. II. 2 hr. PR: MUSC 430. Discussion of problems of music literature, performance practice, history, and instruments; preparation of a research paper under individual supervision.
423. *Ethnic Percussion Music*. II. 3 hr. PR: MUSC 118, 119, 218, 219. open to graduate percussion majors only. Examination of selected ethnic music from Africa, Asia, and Latin America. Focuses on the percussion music, instruments, and performance techniques and practices of these regions, and how music functions in society.
438. *History of Notation*. II. 3 hr. PR: Graduate standing. Detailed study in transcribing the musical manuscripts of the Middle Ages.
439. *History of Notation*. II. 3 hr. PR: Graduate standing. Continuation of MUSC 438 covering the Renaissance period.
440. *Choral Techniques*. II. 2 hr. PR: MUSC 151, 152 or equiv. Advanced techniques and procedures involved in development of choral ensembles.
442. *Instrumental Techniques*. I. 2 hr. PR: MUSC 151, 152, or equiv. Advanced techniques and procedures involved in individual performance and instruction through lecture-demonstrations by performance faculty.
443. *Historical Foundations of Music Education*. 3 hr. Examination of the history of music education from classical antiquity to the present, with particular emphasis on practices in the United States; examination and application of historical research methods. 3 hr. lec.
444. *Music Education*. II. 3 hr. PR: MUSC 151, 152 or equiv. Survey and critical study of the total music education program.
445. *Supervision of Music*. II. 2 hr. PR: MUSC 151 or 152, or equiv. Concepts, responsibilities, duties and techniques that the supervisor needs to effectively exercise leadership in developing, coordinating, and refining the complete Music Education program in public schools from kindergarten through twelfth grade.
446. *Introduction to Research in Music Education*. I. 3 hr. PR: MUSC 151, 152, or equiv. Methods and measures necessary for conduct and understanding of research in music education.
448. *Psychology of Music Learning*. 3 hr. Application of learning theory to music learning; nature of musical talent; music talent testing.
449. *Psychology of Music*. II. 3 hr. Introductory study of musical acoustics and psychology of perception of music.
460. *Composition*. I, II. 3 hr. (May be repeated for credit.) PR: Consent. Primarily for candidates for graduate degrees in theory or composition.

467. *Analytical Techniques*. I, II, or S. 3 hr. Analytical techniques and their application to scholarship and performance, with emphasis on pre-twentieth century styles.
468. *Compositional Techniques in Contemporary Music*. I, II, or S. 3 hr. Analysis of twentieth-century music with emphasis upon music composed since 1950.
470. *Transcription and Arranging*. I, II. 2 hr. (May be repeated once for credit.) PR: MUSC 172 or equiv. Major projects in scoring for orchestra, band, or wind ensemble.
475. *Pedagogy of Theory*. I, II, or S. 3 hr. PR: MUSC 68 or consent. Consideration of various approaches to the teaching of theory.
483. *Theory Topics*. I, II, or S. 3 hr. (May be repeated for max. 8 hr. credit.) Various types of analytical and theoretical problems and approaches to their solutions.
491. *Special Topics*. I, II. 1-3 hr.
492. *Advanced Studies in Music*. I, II. 1-8 hr. PR: Consent, which in some cases may be contingent upon doctoral foreign language examination or a course in statistics. Intensive individualized reading reported in group discussions. Course may be repeated as many times as necessary, in as many areas as needed; several different sections (i.e., areas) may be pursued simultaneously.
494. *Doctoral Seminar*. I, II. 2 hr. (May be repeated for max. 8 hr. credit.) PR: Consent. Intensive individual investigation and preparation of research papers. Presented by the combined doctoral staff in music.
496. *Lecture Recital*. I, II. 2 hr. PR: MUSC 430.
497. *Research*. I, II. 1-15 hr. PR: MUSC 430 or consent.
498. *Doctoral Recital*. I, II, S. 1-4 hr. PR: MUSC 398 (Master's Recital) or consent. Master's Applied students shall be permitted to give a recital only after they pass a qualifying audition before a committee of at least three specialists in the area in a semester previous to that in which the recital is to be given. Acceptance of the recital will be at the discretion of the student's doctoral committee.

Theatre

W. James Brown, Chair
307-A Creative Arts Center

Degree Offered: Master of Fine Arts

The Division of Theatre at WVU offers the master of fine arts as the terminal degree in theatre, with concentrations in acting and theatre design (scene, costume, and lighting).

Prospective candidates for the degree of master of fine arts in theatre (M.F.A.) must have a B.A. or B.F.A. degree or equivalent from an accredited institution. Ordinarily, a minimum of 30 semester hours in theatre at the undergraduate level is expected to have been completed with a grade-point average of no less than 2.75, although students with an undergraduate grade-point average of 2.25-2.5 may be admitted with probationary status.

Applicants must audition/interview. Applicants intending to specialize in acting must submit a complete resume of their acting experience, at least two letters of recommendation from acting coaches or directors, and must present an audition before at least one member of the acting faculty. Those intending to specialize in design must submit a complete portfolio of their work, a resume of their design experience, and at least two letters of recommendation from design instructors or directors. An interview with at least one member of the design faculty is also required.

For further details regarding these requirements, address inquiries to: Chairperson, Division of Theatre, College of Creative Arts, West Virginia University, P.O. Box 6111, Morgantown, WV 26506-6111.

Students may be eligible for 18 hours of graduate transfer credit for advanced standing if they meet the regular requirements of graduate admission. Students admitted with advanced standing are required to be in residence at WVU for a minimum of two semesters and a summer session. The request for advanced standing should be made to the Division Chairperson at the time of application.

For the M.F.A. degree, students must complete requirements for one of the following two programs:

The studio option is a highly disciplined period of training that focuses on performance. Students will explore basic exercises leading to intensive scene work fully supplemented by technique courses in voice, speech, and movement. The actor takes courses in various areas that are essential to his/her craft (theatre history, text analysis, criticism, etc.) in order to strengthen his/her background. However, the greatest part of time is centered in the studio work every afternoon from 1:00 to 5:00 p.m. Each week, ten hours are spent on acting, four to six hours on voice and speech, and four to six hours on movement.

Successful completion of the minimum number of required graduate hours in one of the two following programs:

- Two academic years and one summer of graduate course and production work totaling 59 credit hours;
- A performance thesis project;
- Oral defense of the thesis project;
- A successful evaluation following the completion of the first year; and
- Overall 3.0 grade-point average.

Programs

Admission

Auditions

Advanced Standing

Studio Acting

Design

The design option is a three-year course of study for students seeking professional preparation leading to the MFA degree in scenic, costume, or lighting design.

Studio design courses, together with practical laboratory exercises, progressively offer students challenges related to the expectations found in the commercial world.

- Three academic years of graduate course and production work totaling 67 credit hours;
- A production thesis or research design project; and successful oral defense.
- A successful evaluation following the completion of the first and second years; and
- Overall 3.0 grade-point average.

MFA Acting Suggested Program	Semester I	Hours
	THET 375 <i>Acting</i>	3
	THET 351 <i>Voice and Speech</i>	2
	THET 371 <i>Movement</i>	2
	THET 491 <i>Make-up</i>	1
	THET 331 <i>Research</i>	3
	THET 200 <i>Text Analysis</i>	3
		<u>14</u>
	Semester II	
	THET 376 <i>Acting</i>	3
	THET 352 <i>Voice and Speech</i>	2
	THET 372 <i>Movement</i>	2
	THET 200 <i>Text Analysis</i>	3
	THET 460 <i>Theatre History</i>	3
		<u>13</u>
	Semester III (Summer)	
	THET 278 <i>Repertory Theatre</i>	9
	Semester IV	
	THET 353 <i>Voice and Speech</i>	2
	THET 373 <i>Movement</i>	2
	THET 377 <i>Acting</i>	3
	THET 386 <i>Criticism</i>	3
	THET 400 <i>Performance Thesis</i>	3
		<u>13</u>
	Semester V	
	THET 374 <i>Movement</i>	2
	THET 354 <i>Voice and Speech</i>	2
	THET 378 <i>Acting</i>	3
	THET 400 <i>Performance Thesis</i>	3
		<u>10</u>
	TOTAL	59

MFA Scene Design Suggested Program	Semester I	Hours
	THET 220 <i>Costume History & Design</i>	3
	THET 367 <i>Scene Design</i>	3
	THET 361 <i>Sceno-graphics</i>	3
	THET 331 <i>Research Methods</i>	3
		<u>12</u>

Semester II

THET 221 <i>Costume History & Design</i>	3
THET 225 <i>Theat. Rigging Electricity</i>	3
THET 3647 <i>Scene Design</i>	3
THET 379 <i>Rehearsal & Performance</i>	1
THET 262 <i>Scene Painting</i>	3
	<hr/> 13

Semester III

THET 367 <i>Scene Design</i>	3
THET 369 <i>Lighting Design</i>	3
THET 386 <i>Dramatic Criticism</i>	3
THET 379 <i>Rehearsal & Performance</i>	3
	<hr/> 12

Semester IV

THET 367 <i>Scene Design</i>	3
THET 369 <i>Lighting Design</i>	3
THET 379 <i>Rehearsal & Performance</i>	3
THET 395 <i>Period Styles</i>	3
	<hr/> 12

Semester V

THET 400 <i>Thesis</i>	3
THET 379 <i>Rehearsal & Performance</i>	3
THET 334 <i>Portfolio Preparation</i>	3
	<hr/> 9

Semester VI

THET 400 <i>Thesis</i>	3
THET 333 <i>Sem. Production Research</i>	3
Elective	3
	<hr/> 9
TOTAL	67

Similar curriculum tracks are offered in costume design and lighting design with coursework specific to each discipline.

Theatre (THET)

200. *Directed Theatre Studies*. I, II. 3-12 hr. (May be repeated for max. 12 hr. credit.) PR: Consent. Studies in theatre history, performance, stage design and technology, and theatre crafts. Subject matter and number of sections varies from semester to semester.

201. *Advanced Costume Construction*. I, II. 3 hr. (May be repeated for max. 12 hr. credit.) PR: THET 105. Study and practical application of costume construction through flat pattern, draping, and period projects. Production assignments on theatre productions.

205. *Advanced Technical Theatre*. I, II. 3 hr. (May be repeated for max. 6 hr. credit.) PR: THET 106, 107. Detailed study of scenery construction. Research projects, technical drawings, welding, properties construction, and study of new materials. Practical experience through work on productions.

220. *Costume History 1*. I. 3 hr. Detailed study of modes and manners in dress from ancient Egypt through the Renaissance.

221. *Costume History 2*. II. 3 hr. Detailed study of modes and manners in dress from the late Renaissance to the present.

223. *Costume Crafts*. II. 3 hr. PR: THET 105, 201. Workshops conducted by faculty members, graduate students, visiting artists, and class members, using skills previously learned and providing "hands-on" experiences with a variety of materials and techniques.
225. *Theatrical Rigging and Electricity*. II. 3 hr. PR: THET 100, 107. A detailed study of the rigging systems used on the stage and of electricity as it relates to stage lighting.
262. *Scene Painting*. I. 3 hr. PR: THET 168 or consent. A study in the basic techniques used in preparing and painting scenery. Practical experience in painting scenery for theatre productions.
278. *Repertory Theatre*. S. 1-6 hr. (May be repeated for max. 12 hr. credit.) PR: Consent. Rehearsal and performance techniques for producing plays in rotating repertory. Emphasis is on the creation of a synthesized company of performers, designers, and technicians.
280. *Advanced Play Directing*. II. 3 hr. PR: THET 180 or consent. Emphasis on the work of the director as an integrating artist. High level of proficiency in the direction of a one-act play is required of all students enrolled.
282. *Creative Dramatics*. I, II, S. 3 hr. PR: THET 75 or consent. Study and practice of creative dramatic activity as a method of learning and self development for children.
284. *Puppetry*. I, II. 3 hr. PR: THET 75 or consent. Comprehensive survey of construction and manipulation techniques of puppets. Evaluation of role of puppetry in child behavior and therapy techniques.
290. *Playwriting*. I, II. 3 hr. PR: Consent. Development of basic playwriting techniques. Specific assignments explore characterization, dramatic event, dialogue, tension, compression. Emphasis on the student finding his own voice, style, and courage to dramatize his view of the world.
291. *Advanced Playwriting*. II. 3 hr. PR: THET 290. Further exploration of dramatic technique, with emphasis on orchestrating the longer play. Also touches on script analysis of known dramatic texts and on practical problems of a playwriting career.
295. *Classic Theatre to 1700*. I. (Alternate Years.) 3 hr. A survey of theatre history, with emphasis on the development of performance conditions, from classical antiquity through the middle of the seventeenth century.
296. *European and American Theatre, 1700-1850*. II. 3 hr. A survey of theatre history, with emphasis on the development of performance conditions, from the middle of the seventeenth century to the rise of Realism in the 1840s.
297. *Modern Theatre, 1850-1940*. I. (Alternate Years.) 3 hr. A survey of theatre history, with emphasis on the development of performance conditions, from the middle of the nineteenth century to the outbreak of World War II.
298. *Contemporary Theatre Since 1940*. II. (Alternate Years.) 3 hr. A survey of theatre history, with emphasis on the development of performance conditions, from World War II to the present.

307. *Light and Sound Seminar*. II. 3 hr. PR: THET 203 or equiv. An in-depth exploration of advanced lighting and sound for the theatre with particular emphasis on repertory lighting, dance, and opera.
331. *Research Methods and Survey*. I. 3 hr. PR: Consent. Research methods and techniques for theatre artists, scholars, and designers.
333. *Seminar in Production Research*. II. 3 hr. PR: THET 331, 367. Seminar approach to individual design projects with oral and written presentation of research materials. Intensive critique within class by faculty and peers.
334. *Theatre Design—Portfolio Preparation*. I. 3 hr. PR: THET 307, 333. An in-depth work in packaging and presentation of portfolio work, job opportunities, and preparation for professional union examinations.
351. *Graduate Vocal Techniques*. I. 2 hr. PR: Consent. Reinforcement of basic vocal techniques with special focus on the actor's individual qualities.
352. *Graduate Vocal Techniques*. II. 2 hr. PR: Consent. Continuation of THET 351.
353. *Advanced Graduate Vocal Techniques*. I. 2 hr. Concentration on vocal character demands for the stage. Dialect work. Individual tutorials.
354. *Advanced Graduate Vocal Techniques*. II. 2 hr. PR: Consent. Cont. of THET 353.
361. *Sceno-Graphic Techniques*. 3 hr. Study of drafting conventions in scenery, lighting, and properties design; emphasis on problem solving through professional presentation. (3 hr. lec.)
362. *Styles of Production Design*. I. 3 hr. PR: THET 295, 296, or consent. Extensive and intensive study of production styles in costume, lighting, and scene design.
367. *Scene Design*. 3 hr. (May be repeated for max. 9 hr.) Lecture/studio; intensive practical experience in drawing, painting, and model building for portfolio presentation.
368. *Costume Design*. 3 hr. (May be repeated for max. 9 hr.) Lecture/studio; intensive practical experience in drawing, rendering techniques, and character delineation. (3 hr. lec.)
369. *Lighting Design*. 3 hr. (May be repeated for max. 9 hr.) Lecture/studio; intensive practical experience in drafting and rendering techniques. (3 hr. lec.)
371. *Graduate Stage Movement*. I. 2 hr. PR: Consent. Study of movement techniques focusing on use of dynamics on the stage. Development of spatial awareness.
372. *Graduate Stage Movement*. II. 2 hr. PR: Consent. Cont. of the work in THET 371.
373. *Advanced Graduate Stage Movement*. I. 2 hr. PR: Consent. Advanced study of movement techniques for character work. Period styles of movement.
374. *Advanced Graduate Stage Movement*. II. 2 hr. PR: Consent. Continuation of the work in THET 373. Tutorials.

375. *Graduate Acting Studio. I.* 3 hr. PR: Consent. Advanced exercise work, role analysis and process. Scene study concentration on problem solving in beginning style work. Coordinated with rehearsal/performance.

376. *Graduate Acting Studio. II.* 3 hr. PR: Consent. Continuation of THET 375. Coordinated with rehearsal/performance.

377. *Advanced Graduate Acting Studio. I.* 3 hr. PR: Consent. Continuation of advanced exercise work and styles work. Coordinated with rehearsal/performance.

378. *Advanced Graduate Acting Studio. II.* 3 hr. PR: Consent. Continuation of THET 377. Audition techniques.

379. *Rehearsal and Performance. I.* 3 hr. (May be repeated for max. 12 hr. credit.) PR: Consent. Participation in assigned performance projects.

395. *Period Style 1. I.* 3 hr. (Alternate years) An in-depth exploration of architecture, costumes, customs, and ornamentation in period style for the theatre from Egyptian through Contemporary.

400. *Performance Thesis. I, II.* 3 hr. PR: Consent. Creative performance project. Requires the production of a written record which traces the acting or design process as it develops during planning, rehearsal, and performance.

460. *Specialized Seminars. 3-9 hr.* (May be repeated for max. 9 hr. credit.) PR: Consent. Selected fields of study in theatre.

491. *Advanced Study. I, II, S.* 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

497. *Research. I, II.* 1-15 hr.

499. *Graduate Colloquium. I, II, S.* 1-6 hr. PR: Consent. For graduate students not seeking course work credit but who wish to meet residence requirements, use University facilities, and participate in its academic and cultural programs.

School of Dentistry

Dr. Robert N. Moore, D.D.S., Ph.D. Dean

Dr. Henry J. Bianco, D.D.S., Associate Dean

Dr. William R. McCutcheon, D.D.S., Associate Dean

Dr. James E. Overberger, D.D.S., Associate Dean

Dr. Frank H. Stevens, D.D.S., Assistant Dean

The School of Dentistry was established by an act of the West Virginia Legislature on March 9, 1951 and offers baccalaureate, professional, and advanced degrees. The school is located on the first floor of the Health Sciences Center North. Modern clinical facilities include over 140 treatment areas and a new state-of-the-art preclinical simulation teaching laboratory.

The majority of the faculty are full-time and have had advanced education in all of the recognized specialty areas. All programs are fully accredited by the Commission on Accreditation of the American Dental Association. The School will be expanding its specialty and research areas as additional space and funds become available.

The School of Dentistry offers several advanced education programs beyond the D.D.S. and B.S. degrees.

The Department of Endodontics offers a program of advanced study and clinical training leading to the master of science. The program requires a minimum of 24 months (two academic years and two summers) of full-time residency in the School of Dentistry. The program is designed to qualify dentists for careers in endodontic clinical practice, teaching, and research.

The Department of Orthodontics offers a program of advanced study and clinical training leading to the master of science. The program requires a minimum of 36 months (three academic years and two summers) of full-time residency in the School of Dentistry. The program is designed to qualify dentists for careers in orthodontic clinical practice, teaching, and research.

The Department of Dental Hygiene offers a program of advanced study and specialized training leading to the master of science. The program requires the completion of a minimum of 36 semester hours through full- or part-time enrollment in the School of Dentistry. The program is designed to qualify dental hygienists for careers in teaching, administration, and management.

The School of Dentistry offers one four-year residency in oral and maxillofacial surgery, eight one-year general practice residencies, and two one-year advanced education in general dentistry residencies. The advanced education programs are accredited by the Commission on Accreditation of the American Dental Association and must meet specific requirements and standards.

Normally, only graduates of an accredited North American dental school are considered for admission to the dental specialty programs. Graduate assistantships are available in the second year of the endodontic program and the third year of the orthodontic program. Stipends are provided for the residency programs.

Information concerning admission requirements and courses of study in the M.S. program may be obtained from the Office of the Associate Dean for Postdoctoral Affairs, WVU School of Dentistry, P.O. Box 9403, Health Sciences Center, Morgantown, WV 26506 - 9403. Telephone (304) 293-3549

Graduate Programs

Dental Hygiene	M.S.
Dental Specialties	M.S.

Professional Degree

Dentistry	D.D.S.
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(Please see the Robert C. Byrd Health Sciences Center Catalog.)

Graduate Faculty

†Indicates regular membership in graduate faculty

*Indicates associate membership in graduate faculty

Professors

*Henry J. Bianco, D.D.S. (U. Md.). Associate Dean. Prosthodontics. Patient management and treatment.

†Jerry E. Bouquot, D.D.S. (U. Minn.). Chairperson. Oral pathology, Tumor epidemiology.

†Richard J. Crout, D.D.S. (U. Pitt.). Periodontics, Drug therapy and pharmacology.

†Christina B. DeBiase, Ed.D. (WVU). Dental hygiene, Educational administration.

†Sanford J. Fenton, D.D.S. (NYU). Director. Pedodontics, Management of disabled patients.

†Marcia A. Gladwin, M.S. (U. Ky.). Dental hygiene, Dental materials.

†Catherine E. Graves, M.A. (WVU). Dental hygiene, Computer application.

†Robert W. Graves, D.D.S. (WVU). Chairperson. Oral and maxillofacial surgery, Pharmacy, Drug therapy and pharmacology.

*Robert H. Hornbrook, D.D.S. (WVU). Periodontics, Treatment therapy.

†Gordon G. Keyes, D.D.S. (U. Md.). Oral pathology, Legal aspects.

*Barbara K. Komives, M.S. (Ohio St. U.). Director, . Dental hygiene. Educational administration.

†William R. McCutcheon, D.D.S. (WVU). Associate Dean. Dental public health, Behavioral dentistry.

†Robert N. Moore, D.D.S., Ph.D. (Northwestern). Dean. Orthodontics, Craniofacial growth, Muscle physiology.

†Peter Ngan, D.M.D. (Harvard). Chairperson. Orthodontics, Cephalometrics, Growth and development.

†James E. Overberger, D.D.S. (U. Pitt.). Associate Dean. Materials science, Prosthodontics.

*Robert G. Pifer, D.D.S. (WVU). Oral radiology, Treatment planning.

†Norton P. Smith II, D.D.S. (WVU). Fixed prosthodontics, Computers.

†Robert N. Stuchell, D.D.S. (U. Pitt.). Preventive dentistry, Treatment therapy.

Associate Professors

†C. Russell Jackson, D.D.S. (WVU). Endodontics. Pulpal Trauma.

†Thomas F. Rasmus (U. Mich.) Radiology/imaging, Oral medicine, Oral diagnosis/treatment. Planning

†Carol A. Spear, M.S. (U. Mich.). Dental hygiene, Educational administration.

*M. Jerry Todd, D.D.S. (Creighton). Director, Endodontics. Biology, Psychology.

Assistant Professors

†Michael D. Bagby, D.D.S. (Loyola). Biomaterials, Restorative dentistry.

†Louise Tupta-Veselicky, D.D.S. (WVU). Periodontics, Treatment, Therapy.

Dental Hygiene

Barbara K. Komives, Director, Division of Dental Hygiene
Christina B. DeBiase, Coordinator of the Graduate Program
1073 Health Sciences North
Degree Offered: Master of Science

The School of Dentistry and its Division of Dental Hygiene offer a program of advanced study and specialized training leading to the degree of master of science. This program requires a minimum of 36 semester hours through full-time or part-time enrollment in the School of Dentistry. It is designed to qualify dental hygienists for careers in teaching, administration, research and management.

The areas of emphasis in the master of science program in dental hygiene are office management, special patients, education/administration and basic sciences.

Options for concurrent master's degrees in the area of community medicine or public administration are also available.

Inquiries concerning this program should be directed to the Office of the Associate Dean for Postdoctoral Affairs, School of Dentistry. Applications should be filed by July 1 for fall admission and by November 1 for spring enrollment.

- A baccalaureate degree in dental hygiene from an accredited dental hygiene program or a baccalaureate degree in another field of study from an approved institution of higher education while holding a certificate or associate degree in dental hygiene from a program fully accredited by the American Dental Association Commission on Dental Accreditation

- Evidence of scholastic and clinical achievement to indicate the applicant's ability to progress in a program of this nature. Generally, a minimum grade-point average of 2.75 or above is required

- Completion of one of these standardized tests: the Graduate Record Examination (GRE) general aptitude test with a score of 1,000 or above, or the Miller Analogies Test with a score of 50 or above

- Submission of all information requested in the graduate application to the Office of the Associate Dean.

- Completion of a minimum of 36 semester credit hours: 23 required credit hours and 13 credit hours in an elective area(s) of emphasis. Four elective areas of emphasis are offered. The student may choose one or two of these areas of study. Courses within these specializations are taught by a number of schools within the University. An individualized program will be devised for each student which includes a maximum of six hours in research leading to an acceptable thesis. Oral defense of the thesis is required.

- Achievement of a 3.0 GPA or an overall academic average of at least a B in all work attempted in the master's program. A grade of C or below in two courses will require a faculty review of the student's progress. A third C will result in suspension from the program.

- Removal of all conditions, deficiencies and incomplete grades. Credit hours for courses with a grade lower than C do not count toward degree requirements.

Admission

Application Deadlines

Degree Requirements

GPA

Curriculum	ED P 311 <i>Statistics</i>	3 hours
	ED P 330 <i>Test and Measurement</i>	3 hours
	DTHY 380 <i>Critical Issues in Health Care</i>	3 hours
	DTHY 381 <i>Expanded Functions</i>	3 hours
	DENT 391 <i>Microcomputing in Dentistry</i>	2 hours
	DTHY 385 <i>Research Methods for the D.H.</i>	3 hours
	DTHY 397 <i>Research (Thesis)</i>	6 hours
	Total	23 hours
	Elective Area(s) of Dental Hygiene Specialization	13 hours
	Dental Hygiene 391 and Dentistry 391 courses	
Total	Courses taught by the School/College of:	
	Business and Economics	
	Human Resources and Education	
	Medicine	
	Courses taught by the Department of Community Health	
	Total	36 hours

Dental Hygiene (DTHY)

380. *Dental Hygiene Seminar and Practice 1.* I. 3 hr. PR: Graduate standing and consent. Examination of the critical environmental issues affecting the future of health care; particular impact on oral health care trends will form major focus. Dental hygiene clinical practice is also included.

381. *Dental Hygiene Seminar and Practice 2.* II. 3 hr. PR: DTHY 380. Expanded services for the dental hygienist with emphasis on restorative and periodontal functions.

385. *Research Methods for the Dental Hygienist.* II. 3 hr. PR: ED P 311. Methods and techniques of research in dental hygiene. Major emphasis on planning and evaluating health programs, conducting oral health surveys, designing experiments and critically analyzing research results.

397. *Dental Hygiene Research.* I, II, S. 3-6 hr. PR: Consent. Research activities leading to a thesis of original dental hygiene research.

Dentistry (DENT)

391. *Special Topics*

{*Microcomputers in Dentistry.* 2 hr. PR: Consent. Introduction to microcomputing with hands-on experiences in patient recordkeeping, accounting, insurance handling, and word processing.}

Endodontics

M. Jerry Todd, D.D.S., Director

1067 Health Sciences North

Degree Offered: Master of Science

The School of Dentistry and its Department of Endodontics offer a program of advanced study and clinical training leading to the degree of master of science (M.S.). The program requires a minimum of 24 months (two academic years and two summer sessions) of full-time residency in the School of Dentistry and is designed to qualify dentists for careers in endodontic clinical practice, teaching, and research.

Inquiries concerning this program should be directed to the Office of the Associate Dean for Postdoctoral Affairs. Applicants will be processed in the School of Dentistry. Applicants approved for admission to the program will be notified soon after December 1.

Inquiries

The program's admission requirements are as follows:

Admission

- Graduation from an accredited school of dentistry.
- Evidence of scholastic and clinical achievement that would indicate the applicant's ability to progress in a program of this nature.

Each applicant must file with the Department of Endodontics all information requested in the departmental application form by September 15.

Deadline

For the master of science degree, the following are required:

Program Requirements

- Fulfillment of University requirements for graduate study.
- Twenty-four months (two academic years and two summer sessions) of consecutive residency at the WVU School of Dentistry.
- An approved master's thesis based on original research completed during the period of residency in an area related to endodontics.
- Successful completion of a final oral examination.
- Completion of a minimum of 63 credit hours, including 32 hours of endodontic courses, a minimum of 24 hours of selected basic sciences subjects, and a thesis (seven hours).
- Demonstration of satisfactory clinical competency in the student's field.
- Maintenance of a grade level commensurate with graduate education.

Dentistry (DENT)

400. *Advanced Oral Surgery*. I, II, S. 1-12 hr. PR: Consent. Advanced study of therapeutics, hospital protocol, and surgical aspects of oral surgery involving lectures, seminars, demonstrations, and clinical applications.

Endodontics (ENDO)

390. *Clinical Endodontics*. I, II, S. 1-5 hr. (May be repeated for credit.) PR: Graduate of an accredited dental school and admission to the Advanced Education Program in Endodontics or consent. Clinical endodontic practice in the areas of: ordinary endodontic cases, complex endodontic cases, hemisection, root amputation, replantation, transplantation, endodontic implantation, vital pulp therapy, apexification, and bleaching.

389. *Endodontic Theory*. I, II, S. 2 hr. PR: Consent. Provides seminar discussions in the topics of: basic endodontic techniques, advanced endodontic techniques, endodontic literature review, case presentation, and advanced endodontic theory.

490. *Endodontic Teaching*. S. 2 hr. PR: Consent. Selected teaching experiences including lecture, clinical, and laboratory teaching of undergraduate endodontic courses.

397. *Endodontic Research*. I, II, S. 2-3 hr. PR: Consent. Students will prepare a research protocol, conduct experimental research, and prepare a thesis of original endodontic research.

Microbiology (MBIM)

317. *Special Problems in Microbiology*. I, II, S. 1-7 hr. per sem. with a total of 24 hr. available. Pathogenic microorganisms, including immunology and antimicrobial agents.

Pathology (PATH)

382. *Oral Histopathology*. I, II. 1-2 hr. PR: PATH 338, 353, consent. Microscopic study of head and neck lesions.

401. *Special Studies in Oral Pathology*. I, II. 1-3 hr. PR: Consent. Advanced seminar or independent study of local and/or systemic disease processes affecting oral and facial structures.

Pharmacology and Toxicology (PCOL)

360. *Pharmacology*. I. 4 hr. PR: Dental student standing or consent. Lecture and demonstrations on pharmacologic actions and therapeutic uses of drugs.

Statistics (STAT)

311. *Statistical Methods* 1. I, II. 3 hr. PR: MATH 3. Statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regression, correlation, transformations, F- and Chi-square distributions, analysis of variance and multiple comparisons. (Also listed as ED P 311 and PSYC 311.)

Orthodontics

Peter Ngan, D.M.D., Chairperson
1077 Health Sciences North

Degree Offered: Master of Science

Master of Science The School of Dentistry and its Department of Orthodontics offer a program of advanced study and clinical training leading to the degree of master of science (M.S.). The program requires a minimum of 36 months (three academic years and two summers) of full-time residency in the School of Dentistry and is designed to qualify dentists for careers in orthodontic clinical practice, teaching, and research.

Inquiries concerning this program should be directed to the Office of the Associate Dean for Postdoctoral Affairs. Applications will be processed in the School of Dentistry. Those applicants approved for admission to the program will be notified soon after December 1.

Admission Requirements

- Graduation from an accredited dental school.
- Evidence of scholastic and clinical achievement that would indicate the applicant's ability to progress in a program of this nature. Generally, a minimum grade-point average of 3.0 is required for admission.
- Each applicant must file with the department all information requested in the department application form by September 15.
- Fulfillment of WVU general requirements for graduate study.
- Thirty-six months (three academic years and two summers) of consecutive residency at the School of Dentistry.
- An approved master's thesis based on original research completed during the period of residency in an area related to orthodontics.
- Satisfactory performance in a final oral examination.
- Completion of a minimum of 74 credit hours, including 46 hours of orthodontic courses, a minimum of 15 hours of selected basic sciences subjects, and a research/thesis (13 hours).
- Satisfactory demonstration of clinical competence in the student's field.
- Maintenance of a grade level commensurate with graduate education.

Anatomy (ANAT)

316. *Craniofacial Growth and Maturation*. II, 3 hr. PR: Consent of instructor. The current concepts of craniofacial growth and maturation are presented and integrated for application to clinical problems.

Orthodontics (ORTH)

397. *Research*. I, II, S. 1-15 hr.

416. *Biomechanics*. I, II, S. 2 hr. PR: Consent. Design and function of the teeth and their surrounding structures, and response of these tissues to orthodontic procedures.

417. *Orthodontic Technique*. I, II, S. 2 hr. PR: Consent. Laboratory course in techniques related to fabrication and manipulation of orthodontic appliances.

418. *Orthodontic Materials*. I, II, S. 1 hr. PR: Consent. Physical properties of materials used in orthodontic appliances.

419. *Orthodontic Diagnosis*. I, II, S. 1-3 hr. PR: Consent. Seminar-type class on technique of patient examination, acquiring diagnostic records, and analyzing and correlating this information to the treatment of clinical problems.

420. *Cephalometrics*. S. 1-3 hr. PR: Consent. Use of radiographic cephalometry in studying growth of the human face, analysis of dentofacial malformations, and evaluation of orthodontic treatment.

421. *Orthodontic Mechanics*. I, II, S. 1-4 hr. PR: ORTH 416, 417. Seminar and laboratory course on basic orthodontic mechanical properties.

422. *Advanced Orthodontic Mechanics*. I, II, S. 1 hr. PR: ORTH 421. Continuation of DENT 421 involving more difficult type cases and introducing more sophisticated appliance therapy.

423. *Growth and Development*. I,II,S. 1-5 hr. PR: Consent. Seminar-type course on normal and abnormal growth of the human head and its application to orthodontics.

425. *Orthodontic Seminar*. I, II, S. 1-8 hr. PR: Consent. Discussions involving all branches of dental science, with special emphasis on the orthodontic interest. Assigned topics and articles in the literature discussed.

426. *Orthodontic Clinic*. I, II, S. 1-12 hr. PR: ORTH 416, 417. Clinical treatment of selected patients.

Pathology (PATH)

397. *Pediatric Oral Pathology*. I. 2 hr. PR: Consent. Lecture and seminar course on inherited diseases and other pathologic situations of oral cavity and face specific for pediatric age group.

Statistics (STAT)

311. *Statistical Methods 1*. I, II. 3 hr. PR: MATH 3. Statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regression, correlation, transformations, F and Chi-square distributions, analysis of variance and multiple comparisons. (Equiv. to ED P 311 and PSYC 311.)

College of Engineering

Robert M. Desmond, Dean

Thomas R. Long, Associate Dean

Wils L. Cooley, Director for Academic Affairs

Ronald W. Eck, Director for Research

College of Engineering programs are administered through the Departments of Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Industrial Engineering, and Mechanical and Aerospace Engineering.

The Engineering Sciences Building is the focus of graduate activities within the College, supplemented by the new Engineering Research Building, which became operational in the spring of 1990, providing approximately 45,000 additional square feet of space. This facility is available for research by all disciplines within the College.

Graduate programs, dedicated to the development of engineering practice, science, and research, emphasize numerous creative specialities. These programs provide an environment in which all classes are constantly updated to give students the professional education needed in a technological-scientific society.

The United States, in common with most of the industrialized world, is faced with tremendous challenges pertaining to its physical infrastructure—highways, bridges, and the like—as well as to power transmission, power generation, and chemical manufacturing. Alternative concepts in fuel utilization and total quality management are being developed. Faculty and students in the College are dealing with all of these challenges. A high priority has been placed on research and teaching programs at the graduate level, using advanced concepts, materials, and diagnostics to address the problems named above.

There is a clear link between conducting highly relevant research and imparting up-to-date knowledge to graduate and undergraduate students, and with industry and government at the state, national and international levels. This link is implicit in all of the teaching and research programs of the college.

The Ph.D. degree is awarded upon completion of a program of advanced study that includes a minimum of two semesters of continuous on-campus residence, submission of an acceptable dissertation, and the successful completion of comprehensive and final oral examinations.

Designated master's degrees are offered in these areas: aerospace, chemical, civil, electrical, industrial, and mechanical engineering. In addition, a master of science in engineering degree is offered to qualified students whose baccalaureate work was done in a field other than the engineering discipline being studied at the graduate level, and a master of science degree is offered in occupational health and safety engineering under the auspices of the Industrial Engineering Department. A certificate in manufacturing systems engineering is offered for candidates working on MSEE, MSIE, and MSME degrees.

For specific information about a particular program, students should contact the graduate program coordinator in the area of interest or the Director of Academic Affairs at (304) 293-4821.

Special Requirements

A student desiring to take courses for graduate credit in the College of

Engineering must comply with the appropriate University regulations for graduate study. To become enrolled in a College of Engineering graduate program, a student must apply for admission through the Office of Admissions and Records to the major department of the student's choice. Acceptance by the major department will depend upon review of the student's academic background and available facilities in that department.

An applicant with a baccalaureate degree, or its equivalent, from a program accredited by the Accreditation Board for Engineering and Technology (ABET) or from an internationally recognized program in engineering will be admitted on the same basis as engineering graduates of WVU. Lacking these qualifications, an applicant must first fulfill any special requirements of the department in which the student is seeking an advanced degree. No credits which are reported with a grade lower than C are acceptable toward an advanced degree. To qualify for an advanced degree, the graduate student must have a grade-point average of at least 3.0 based on all courses acceptable for graduate credit for which the student has received a grade from WVU. Graduate students in the College of Engineering must comply with the regulations of their major department.

Each department in the College of Engineering offers designated M.S. degrees. In addition, a master of science (M.S.) in occupational and safety engineering is administered by the Department of Industrial Engineering. Further, the College of Engineering has an undesignated degree, a master of science in engineering (M.S.E.), which is designed for students with a baccalaureate degree in a technical area who desire to pursue work in areas other than that of their baccalaureate degree in engineering or science. Graduate students who wish to become candidates for the degree should register with the department in which the major portion of the work is to be done.

For all M.S. degree students, an advisory and examining committee consisting of at least three faculty members will be appointed. A plan of study must be jointly prepared and approved by the student and all members of the student's advisory and examining committee, the department chair, and the dean or dean's designate, either at the end of the second semester of the student's attendance or at the completion of the twelfth course hour, whichever is later. The plan must contain a minimum of 30 semester credit hours, not more than nine of which can be at the 200 level. If a thesis or a problem report is part of the candidate's program, not more than six semester credit hours of research leading to an acceptable thesis nor more than three semester credit hours of work for an acceptable problem report may be applied toward the credit hour requirement.

Individual departments may establish more stringent requirements than those adopted for the College of Engineering as a whole. These departmental requirements are contained in the program section of the graduate catalog.

A student wishing to apply graduate credit earned at another institution to a master's degree at WVU must complete an *Application for Transfer of Graduate Credit to WVU* form and have an official transcript submitted to the WVU Office of Admissions and Records from the external institution. A maximum of 12 semester hours from other institutions may be acceptable for credit at WVU in master's degree programs in engineering. Departmental programs may choose to accept fewer transfer credit hours.

The academic units within the College of Engineering that are approved for participation in the interdisciplinary doctor of philosophy (Ph.D.) program

Prerequisites

GPA

**Advisory
and
Examining
Committee**

**Transfer
Credit**

are the Departments of Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Industrial Engineering, and Mechanical and Aerospace Engineering.

**Doctor
of
Philosophy
(Ph.D.)**

Admission as a graduate student is required of all applicants for admission to a program of study and research leading to the Ph.D. degree. Applicants for admission must hold or expect to receive a bachelor's degree in engineering from an accredited or an internationally recognized program in engineering. An applicant who holds a B.S. or M.S. in one of the physical sciences or mathematics may be considered for admission. Although a bachelor's degree is the minimum requirement, a master's degree in engineering is recommended for applicants. Admission to graduate study does not necessarily assure entrance into the College of Engineering doctoral program.

A student wishing to apply credit earned at another institution to a doctoral degree program at WVU must submit the *Application For Transfer of Graduate Credit to WVU* form and have an official transcript from the institution forwarded to the WVU Office of Admissions and Records. The approval of transfer credit is at the discretion of the student's advisory and examining committee.

Committee

The student, research adviser, academic adviser, and department chairperson appoint the student's advisory and examining committee. For the Ph.D. program, each committee must contain at least five members -- at least three members from the student's major department, and at least two from other disciplines related to the student's area of interest.

**Plan of
Study**

At the end of the second semester of a student's attendance, or at the completion of the twelfth hour, or when master's degree requirements are completed, whichever is later, the student, with the advice and consent of the student's academic adviser, research director, and members of the student's advisory and examining committee, will submit a plan of study, initiated in the student's department, to the dean or dean's designee. Some departments may require that a preliminary dissertation research proposal be submitted along with the plan of study.

Candidacy

After admission to the program and after the residence requirement is met, the applicant will take a candidacy examination in which the student must demonstrate: (a) a grasp of the important phases and problems of the field of study and an appreciation of their relation to other fields of human knowledge and accomplishments; and (b) the ability to employ the instruments of research developed in the student's area of interest. When an applicant has passed the comprehensive examination, the student will be formally admitted to candidacy for the doctoral degree. A student will have only one opportunity for reexamination.

The doctor of philosophy degree is not awarded for the mere accumulation of course credits nor for the completion of a definite residence requirement. The amount and nature of the course work undertaken by a doctoral student will be established for each individual student with the objective of ensuring a reasonable and coherent progression of academic development beyond the baccalaureate and/or master's degree.

Residency

Two semesters of full-time attendance at the Morgantown campus are required, consisting of a minimum of nine credit hours each. A summer schedule, consisting of registration in both sessions and completion of a minimum of nine hours, is considered equivalent to a one-semester residence.

The candidate must submit a dissertation on a topic within the area of his/her major interest. The doctoral dissertation must represent the results of

independent research, must show a high degree of originality and creativity on the part of the student, and must constitute an original contribution to the field of engineering science and/or design. The dissertation must have good literary form and style and must present a thorough review and survey of prior study and work in the area of research, with acceptable standards of documentation. It is anticipated that the work leading to the completion of the dissertation will require a minimum of 24 hours of research credits, or satisfactory evidence of equivalent time devoted to research and preparation of the dissertation.

Requirements for this degree must be completed within five years after admission to candidacy.

Upon completion and approval of the dissertation and fulfillment of all other requirements, the candidate must pass a final oral examination conducted by his/her advisory and examining committee. The examination will be primarily a defense of the dissertation, although other questions necessary to determine the candidate's knowledge, critical ability, and reasoning power in the general field of study related to the research may be asked in order to establish the qualifications of the candidate for the degree.

Research

**Time
Limit**

**Oral
Defense**

Graduate Programs

Engineering	M.S.E., Ph.D.
Aerospace Engineering	M.S.A.E.
Chemical Engineering	M.S.Ch.E.
Civil Engineering	M.S.C.E.
Electrical Engineering	M.S.E.E.
Industrial Engineering	M.S.I.E.
Mechanical Engineering	M.S.M.E.
Occupational Health and Safety Engineering	M.S.

Graduate Faculty

† indicates regular membership in the graduate faculty.

* indicates associate membership in the graduate faculty.

Chemical Engineering

Professors

†Richard C. Bailie, Ph.D. (U. Iowa). Emeritus. Biomass pyrolysis, fluidization, thermal processes.

†Eugene V. Cileto, Ph.D. (U. Cincinnati). Chairperson. Physiological transport phenomena. Biomedical engineering, Image analysis and mathematical modeling.

†Dady B. Dadyburjor, Ph.D. (U. Del.). Catalysis, Reaction engineering, Micellization.

†Rakesh K. Gupta, Ph.D. (U. Del.). Polymer processing, Rheology, Non-Newtonian fluid mechanics.

†Hisashi O. Kono, Dr. Engr. (Kyushu U.). Fluidization, Powder technology, Reaction engineering.

†Edwin L. Kugler, Ph.D. (Johns Hopkins U.). Catalysis, Adsorption, Coal liquefaction.

†Alfred H. Stiller, Ph.D. (U. Cincinnati). Chemistry (physical/inorganic chemistry), Solution chemistry, Coal liquefaction.

†John W. Zondlo, Ph.D. (Carnegie Mellon U.). Heat transfer, Coal enhancement and utilization.

Associate Professors

†Joseph A. Shaeiwitz, Ph.D. (Carnegie-Mellon U.). Biochemical separations, Interfacial phenomena, Mass transfer.

†Charter D. Stinespring, Ph.D. (WVU). Research. surface chemistry of electronic materials processing, Diamond thin layers, Catalysis.

†Richard Turton, P.E., Ph.D. (Ore. St. U.). Fluidization, Heat transfer, Reaction kinetics, Chemical process design.

†Wallace B. Whiting, P.E., Ph.D. (U. Calif.—Berkeley). Thermodynamics, Fluid-phase equilibria, Chemical process design.

[†]Ray Y. K. Yang, Ph.D. (Princeton U.). Chemical reaction engineering, Biochemical engineering, Coal gasification, Plant cell culture, Modeling and simulation.

Assistant Professors

Aubrey L. Miller, Ph.D. (Illinois Inst. Tech.). Fluidization, Multiphase flow, Hydrodynamics, Combustion, Fossil energy utilization.

[†]Peter G. Stansberry, Ph.D. (Penn. St. U.). Research. carbonization, Carbons and graphite, Catalysis, Coal liquefaction, Coal utilization and upgrading, Coal characterization, Pyrolysis.

Civil and Environmental Engineering

Professors

[†]Echol E. Cook, P.E., Ph.D. (Okla. St. U.). George B. Berry Chair of Environmental Engineering. Biological waste treatment, Industrial waste processing, Environmental geotechnology.

[†]Ronald W. Eck, P.E., Ph.D. (Clemson U.). Transportation engineering, Traffic, Highways.

[†]W. Joseph Head, Ph.D. (Purdue U.). Waste utilization, Highway and airfield pavements, Concrete.

[†]GangaRao V. S. Hota, P.E., Ph.D. (N.C. St. U.). Mathematical modeling of engineering systems, Bridge engineering, Prefabricated housing.

Charles R. Jenkins, Ph.D. (Okla. St. U.). Water quality, Water treatment, Wastewater treatment.

[†]Sam A. Kiger, Ph.D., P.E. (U. Illinois). Chairperson. Structures, Structural dynamics, Protective construction, Earthquake engineering, Materials science, Soil/structure interaction.

[†]Larry D. Luttrell, P.E., Ph.D. (Cornell U.). Analysis and design of structures/steel, Composite slabs, Metal buildings, Case studies of failures.

[†]Lyle K. Moulton, P.E., Ph.D. (WVU). *Emeritus*.

[†]William A. Sack, P.E., Ph.D. (Mich. St. U.). Physical, chemical, biological waste treatment, Industrial waste processing, recovery.

[†]H. Jayalath Siriwardane, Ph.D. (VPI & SU). Geotechnical engineering, Geomechanics, Finite element method, Computer applications.

[†]Constantine C. Spyarakos, Ph.D. (U. Minn.). Dynamics of structures, Soil-structure interaction, Numerical methods of analysis (BEM, FEM).

Associate Professors

[†]John J. Bowders, Jr., P.E., Ph.D. (U. Tex.). Geotechnical engineering, Environmental geotechnology.

[†]Darrell R. Dean, Jr., Ph.D., L.L.S. (Purdue U.). Land surveying, Mapping, Photogrammetry.

[†]Robert N. Eli, P.E., Ph.D. (U. Iowa). Hydrology, Hydraulics, Computer graphics.

[†]Donald D. Gray, P.E., Ph.D. (Purdue U.). Fluid flow, Computational fluid mechanics.

Assistant Professors

Patrick E. Carriere, P.E., Ph.D. (Texas A & M). Environmental engineering, Water resources, Computer-simulated stream flow models, Acid waste neutralization.

[†]H. C. Chen, Ph.D. (Northwestern U.). Experimental stress analysis, Concrete member behavior.

[†]Julio F. Davalos, Ph.D. (VPI). Finite element analysis of structural systems, Composite materials.

[†]Mohammed A. Gabr, P.E., Ph.D. (N.C. St. U.). Geotechnical engineering, Environmental geotechnology, Numerical and computer modeling, Earth structures and deep foundations.

[†]Udaya B. Halabe, Ph.D. (MIT). Non-destructive evaluation and *in situ* condition, Assessment of structures and materials, Wave propagation, Structural analysis and dynamics.

[†]David R. Martinelli, Ph.D. (U. Md.). Transportation engineering, Engineering economics, Systems analysis, Expert systems.

[†]Brian E. Reed, Ph.D. (SUNY-Buffalo). Environmental engineering, Hazardous waste treatment, Groundwater remediation.

Electrical and Computer Engineering

Professors

[†]Muhammad A. Choudhry, Ph.D. (Purdue U.). Graduate coordinator. Multiterminal HVDC power systems, Power systems control and digital simulation, Dynamic and transient stability studies, Power electronics, Optimal and digital control.

[†]Wils L. Cooley, P.E., Ph.D. (Carnegie-Mellon U.). Biomedical engineering, Instrumentation, Coal mine power systems, Electrical safety, Grounding and ground beds.

[†]Ali Feliachi, Ph.D. (Ga. Tech.). Control systems theory, Time-delay systems, Large-scale systems, Adaptive control, Power system dynamics and digital simulation.

[†]Ronald L. Klein, Ph.D. (U. Iowa). Automatic control, Stochastic control, Estimation theory and applications, Linear system theory, System identification.

[†]William C. Miller, Ph.D. (Stanford). Digital signal processing, Artificial neural networks, Ocean engineering, Active materials, TQM, Adaptive control.

- *Roy S. Nutter, Jr., P.E., Ph.D. (WVU). Chairperson. Neural networks and artificial intelligence, Microprocessor-based environmental monitoring systems, Microprocessor control of energy management, Computer architecture, Digital systems communications
- *Craig S. Sims, Ph.D. (SMU). Signal processing, Estimation theory, Control systems, System identification, Stochastic control, Seismic applications of signal processing and estimation theory.
- Nelson S. Smith, Jr. *Emeritus*. D.Sc. (U. Pitt). Physical electronics, Solid state devices, Analog electronic systems.
- *Stuart K. Tewksbury, Ph.D. (U. Rochester). VLSI & ULSI digital electronics, Interconnect & communications for concurrent computing, Optoelectronics, Microprocessor systems, Nonlinear dynamics in parallel computing.

Associate Professors

- *Mark A. Jerabek, P.E., Ph.D. (Purdue U.). Acoustic waves in solids, Signal processing of acoustic waves, Ultrasonic imaging (tomography), Electromagnetics, Digital signal processing
- *Powsiri Klinkhachorn, Ph.D. (WVU). Mini/micro computer-based applications, Computer hardware/software development, Computer architecture, Binary and non-binary logic systems
- *Robert L. McConnell, Ph.D. (U. Ky.). Linear and digital electronic circuits and systems, Electronic instrumentation and applications, Power measurement and control for transportation systems.
- *Atzel Noore, Ph.D. (WVU). Fault tolerant memory design, Fault diagnosis of computers, Reduced order logic testing, Fault location, VLSI design.

Assistant Professors

- *Hany H. Ammar, Ph.D. (U. Notre Dame). Modeling and evaluation of parallel and distributed systems performance and dependability, Analysis of stochastic petri-nets, Models of systems reliability, maintainability, and availability, Performability analysis of real-time systems, Fault-tolerant parallel software, Distributed simulations.
- *Parviz Famouri, Ph.D. (U. Ky.). Analysis and control of electrical machines, Motor drives, Power electronics, Direct drive actuators, Efficiency analysis of motors and motor drives.
- *Lawrence A. Hornak, Ph.D. (Rutgers U.). High performance optical and electrical interconnections and networks for ULSI systems, Optoelectronics, Organic and inorganic optical waveguide structures and devices, Co-integration of optics with ULSI.
- *Ernest L. Walker, P.E., Ph.D. (NCSSU). Communication systems, Signal processing, Computer networks, Statistical communication theory, Stochastic processing, information theory, Queueing theory, Network performance analysis, Network simulation.

Industrial Engineering Professors

- *Rashpal S. Ahluwalia, Ph.D. (U. W. Ontario). Automation, CAD/CAM, Robotics.
- *Jack Byrd, Jr., Ph.D. (WVU). Operations research, Production systems, Entrepreneurial studies.
- *Robert C. Creese, Ph.D. (Penn. St. U.). Manufacturing processes systems, Foundry engineering, Cost engineering.
- *Wafik H. Iskander, Ph.D. (Tex. Tech U.). Operations research, Simulation, Applied statistics.
- *L. Ted Moore, Ph.D. (Rice U.). Operations research, Linear programming, Production/operations management.
- *Ralph W. Plummer, Ph.D. (WVU). Chairperson. Human factors, System safety, Industrial hygiene.
- *Terrence J. Stobbe, Ph.D. (U. Mich.). Ergonomics, System safety, Industrial hygiene.

Associate Professors

- *Majid Jaraiedi, Ph.D. (U. Mich.). Quality control and applied statistics, Information systems
- *Warren R. Myers, Ph.D. (WVU). Ergonomics, Industrial hygiene and safety engineering

Assistant Professors

- *Mitchell T. Berg, Ph.D. (U. Pitt.). Systems engineering, Stochastic models, Environmental systems.
- *B. Gopalakrishnan, Ph.D. (VPI). Manufacturing engineering, Artificial intelligence, Concurrent engineering.

Mechanical and Aerospace Engineering Professors

- *Richard A. Bajura, P.E., Ph.D. (U. Notre Dame). Fluids engineering
- *Ismail Celik, Ph.D. (U. Iowa). Fluids engineering, Computational fluid dynamics.
- *Nigel Clark, Ph.D. (U. Natal, S. Africa). Fluidized bed construction, Particle dynamics.
- *Russell K. Dean, Ph.D. (WVU). Ass't. Vice Pres., Curric. and Instruction. Engineering mechanics.

- Robert M. Desmond, P.E., Ph.D. (U. Minn.) Dean. Heat transfer, Energy, Alternate energy sources.
- †Suren N. Dwivedi, Ph.D. (Birla Inst., India). Manufacturing engineering.
- †Eric K. Johnson, P.E., Ph.D. (U. Wisc.). Heat transfer, Combustion, Thermodynamics, Gas-solid flows.
- †John Kuhlman, Ph.D. (Case West. Res. U.). Fluid mechanics.
- †A. A. Leskin, (Moscow St. Tech. Univ.). Visiting. Robotics, Artificial Intelligence, Modelling, Control.
- †Steve Lewellen, Ph.D. (UCLA). Research. Fluid dynamics.
- †John L. Loth, P.E., Ph.D. (U. Toronto). Aerospace systems, Combustion.
- †Donald W. Lyons, Ph.D. (Ga. Tech.). Chairperson. Manufacturing systems engineering, Instrumentation.
- †Kenneth H. Means, P.E., Ph.D. (WVU). Kinematics, Dynamics, Stability, Friction and wear.
- †G. Michael Palmer, Ph.D. (WVU). Instrumentation, Microprocessor applications.
- †Nithiam T. Sivaneri, Ph.D. (Stanford U.). Graduate program director. Numerical methods, Aeroelasticity, Composite materials.
- †John E. Sneckenberger, P.E., Ph.D. (WVU). Mechanical design and automation.
- †William Squire, M.A. (U. Buffalo). *Emeritus*. Numerical techniques.
- †Charles Stanley, P.E., Ph.D. (WVU). Bioengineering, Microprocessor applications.
- †Richard Walters, Ph.D. (WVU). Aircraft design, Aerodynamic testing.

Associate Professors

- †Larry Banta, Ph.D. (Ga. Tech.). Robotics, Automation.
- †Reda Bata, Ph.D. (U. Fla.). Alternate fuels, Thermal sciences, Engine testing.
- †Alvin Howell, Ph.D. (WVU). Visiting. Structures, Materials.
- †Bruce Kang, Ph.D. (U. Wash.). Experimental mechanics, Materials.
- †Margaret Lyell, Ph.D. (USC). Fluid mechanics.
- †Gary Morris, Ph.D. (WVU). Multiphase fluid mechanics, Aerodynamics.
- †Victor Mucino, D.E. (U. Wisc.-Milwaukee). Engineering design, Solid mechanics, CAD.
- †Jacky Prucz, Ph.D. (Ga. Tech.). Structural dynamics, Composite materials, Experimental mechanics.
- †James E. Smith, Ph.D. (WVU). Mechanical design.
- †Wallace S. Venable, P.E., Ed.D. (WVU). Engineering mechanics.

Assistant Professors

- †Chris Atkinson, Sc.D. (MIT). Fluid mechanics, Heat transfer, Multiphase flows.
- †Ever Barbero, Ph.D. (VPI & SU). Engineering mechanics, Composite materials.
- †Randy Churchill, Ph.D. (WVU). Research. Thermodynamics, Heat transfer, IC engines, Alternate fuels.
- †Mridul Gautam, Ph.D. (WVU). Fluid mechanics.
- †David Lewellen, Ph.D. (Cornell). Research. Fluid dynamics.
- †Gora Nandi, Ph.D. (Acad. Sci., Moscow). Visiting. Dynamics and control of robots.
- †Marcello Napolitano, Ph.D. (Okla. St. U.). Aircraft stability and control, Feedback control, Dynamics.
- †Timothy Norman, Ph.D. (Purdue). Composite materials, Fracture mechanics, Experimental mechanics, Biomechanics.
- †Wenguang Wang, Ph.D. (WVU). Research. Mechanical design.

Chemical Engineering

E. V. Cilento, Chairperson

403 Engineering Sciences Building

Degrees Offered: Master of Science in Chemical Engineering

Chemical Engineering Majors available for:

Master of Science in Engineering, Doctor of Philosophy

Research Areas

The Department of Chemical Engineering, with 12 faculty members, 150 undergraduates, and over 40 graduate students, has one of the oldest doctoral-granting programs in the University. From the initial doctoral degree in 1932, the graduate course program has been based on advanced chemical engineering fundamentals, while the research program has reflected a bal-

ance of fundamental research areas and their application to relevant technological areas such as bioengineering, catalysis, and coal conversion.

Chemical engineering faculty are presently involved in the following research areas: biochemical engineering, bioengineering, catalysis, fluid mechanics, heat transfer, materials engineering, polymers, reaction engineering, separation processes, solution chemistry, surface science, and thermodynamics. These fundamental areas are finding applications in biomass conversion technology, blood flow, coal gasification and liquefaction, materials handling and processing, *in-situ* combustion, non-fuel uses of coal, and synthetic fuels.

Faculty members possess a wide variety of industrial experience and are routinely in contact with their counterparts in industry. This contact with real engineering problems enables them to convey a practical experience to students while keeping in perspective many of the fundamental concepts involved in the graduate program. During the last five years, the chemical engineering faculty have authored or co-authored 37 books, published over 160 journal articles, have been issued 16 patents, made over 250 presentations at professional meetings, and supervised the completion of 28 master's and 16 doctoral degrees. In addition, several faculty members have taught short courses throughout the United States.

The department is authorized to admit students to the following degree programs: master of science in chemical engineering (M.S.Ch.E.), master of science in engineering (M.S.E.), and College of Engineering interdisciplinary doctor of philosophy (Ph.D.). Students in these programs must comply with the rules and regulations as presented in the general requirements for graduate work in the College of Engineering and in the Department of Chemical Engineering. Students interested in pursuing work for a master's or doctoral degree in chemical engineering should contact the department for copies of the required guidelines and application information.

Admission to the M.S.Ch.E. program is restricted to those holding a baccalaureate degree in chemical engineering or its equivalent. The M.S.E. program is available to students holding baccalaureate degrees in other fields of engineering and the physical sciences who wish to pursue a broad interdisciplinary program relevant to the major graduate areas administered by the department. To be admitted as a regular graduate student, an applicant must have a B.S. degree and a sound record in previous college work with a minimum 3.0/4.0 cumulative grade-point average. Applicants who cannot meet these conditions may be considered for admission in a provisional category. Students admitted with deficiencies in their undergraduate programs are required to take some chemical engineering courses as prerequisites for graduate courses. These requirements are stated as a condition for admission.

M.S.Ch.E. candidates should expect to obtain their degree in about 18 months. M.S.E. students typically require one to one and a half years beyond completion of prerequisite courses. Typically, the prerequisite courses include as a minimum: CH E 110, 111, 112, 142, 145, and 172. All M.S. degree candidates are required to perform research and will follow a planned program which conforms to either of the following outlines:

- A minimum of 30 semester credit hours, excluding seminar, not more than six of which are in research leading to an acceptable thesis.
- A minimum of 33 semester credit hours, excluding seminar, not more than three of which are in research leading to an acceptable problem report.

Faculty

**Admission
Requirements
M.S.Ch.E.,
M.S.E.**

GPA

Deficiencies

Time

Thesis

Non-thesis

The course work M.S. degree option is not offered by the Department of Chemical Engineering.

Required Courses

All students are required to take all CH E 301, 344, and 345, and all full-time students are required to take one credit of journal club/seminar (CH E 400) for each semester enrolled. The research adviser, in conjunction with an advisory and examining committee (AEC) to be designated by each student, will be responsible for following departmental guidelines to determine the plan of study appropriate to the student's program.

Research

A written research proposal and oral presentation of this proposal is required of all M.S. students. This oral defense is administered by the student's AEC and must be completed by the end of the second semester of the first year for M.S.Ch.E candidates, and as soon as possible but not later than the end of the second semester of the second year for M.S.E. candidates.

All students are required to pass a final oral examination, administered by their AEC, covering both the thesis or problem report (depending on the program selected) and related course material.

Doctor of Philosophy

A candidate for the degree of doctor of philosophy in the Ph.D. program must comply with the rules and regulations as outlined in the general requirements for graduate work in engineering and the specific requirements stated in the departmental guidelines. Students who are interested in pursuing a Ph.D. degree in the Department of Chemical Engineering should contact the department for specific information about the interdisciplinary Ph.D. degree program. A program with a major in chemical engineering, designed to meet the needs and objectives of each student, will be developed in consultation with the student's research adviser and advisory and examining committee (AEC). It should be emphasized that the Ph.D. degree is primarily a research degree and therefore the research work for a doctoral dissertation should show a high order of originality on the part of the student and must offer an original contribution to the field of engineering science.

Research

Admission Requirements

Admission to the Ph.D. program is open to students who qualify as regular graduate students and who have obtained a B.S. or M.S. degree in science or engineering. Students admitted must have demonstrated an excellent academic record in previously completed college course work with a minimum cumulative grade-point average of 3.0/4.0. Three letters of recommendation are required, and GRE scores are required by the department. Students who enter the Ph.D. program should complete the requirements in two to four years.

Course Requirements

All B.S. students entering the Ph.D. program are required to take CH E 301, 344, and 345, while M.S. students entering the program must demonstrate equivalent courses taken for graduate credit in their previous work. In addition, all full-time students must take one credit of seminar/journal club (CH E 400) each semester. For a student admitted directly after the B.S. degree, the Ph.D. program consists of a minimum of 36 course credit hours, excluding research (CH E 497) and seminar/journal club (CH E 400). If the student has an M.S. in chemical engineering from WVU, the program consists of a minimum of 12 course credit hours (excluding CH E 497 and CH E 400). If the student has an M.S. in chemical engineering from another institution, the program consists of a minimum of 18 course credit hours (excluding CH E 497 and CH E 400). Students must complete a minor, consisting of a minimum of nine semester hours of a coherent set of courses taken outside the department. These courses may be related to the major research area. Non-technical courses would be considered only under exceptional circumstances. Courses

Minor

at the 200 level may be acceptable. All courses must be approved by the AEC and the academic adviser. Students must complete graduate courses with an overall course work average of 3.0 or better (exclusive of research credits) and complete all CH E courses with an overall grade-point average of 3.0 (exclusive of research credits). A minimum of 24 graduate credits in dissertation research is required. Also, two semesters of full-time attendance at West Virginia University, Morgantown campus, is required to complete the residency requirement.

All students must pass the Ph.D. qualifying examination given in their first year at WVU. This examination is designed to assess the basic competency of students in the chemical engineering field to determine if they have sufficient knowledge to undertake independent research.

Within six months of passing the qualifying examination or of entering the Ph.D. program, whichever is later, the student must successfully defend an original research proposition in an oral examination. The written proposition, developed by the student alone, remains the intellectual property of the student and must be on a topic unrelated to the student's own research work for the dissertation.

A student must receive acceptance of a written dissertation research proposal and must also successfully defend this proposal to the student's AEC. This requirement must be completed within six months of passing the qualifying examination or of entering the Ph.D. program, whichever is later. The research work for the doctoral dissertation should show a high order of originality on the part of the student and must offer an original contribution to the field of engineering science.

A student who has successfully completed all course work, passed the qualifying examination, and successfully defended the original research proposition and research proposal is defined as one who is a candidate for the Ph.D. degree.

In order to complete the Ph.D. requirements, a student must pass a final oral examination on the results embodied in the dissertation. This examination is open to the public, and in order to evaluate critically the student's competency, may include testing on material in related fields, as deemed necessary by the AEC. In addition, since the Ph.D. degree is primarily a research degree that embodies the results of an original research proposal and represents a significant contribution to the scientific literature, the student must submit a manuscript on this research to the AEC.

Chemical Engineering (CH E)

212. *Biochemical Separations*. 3 hr. PR: CH E 112 or consent. Modeling and design of separation processes applicable to recovery of biological products. Topics include filtration, centrifugation, extraction, adsorption, chromatography, electrophoresis, membranes, crystallization, examples from industry. 3 hr. lec.

224. *Coal Conversion Engineering*. 3 hr. PR: CHEM 134; Coreq: CH E 112, 172. Coal conversion processes from the unit operations approach, thermodynamics, kinetics, and evaluation of system requirements and performance. 3 hr. lec.

258. *Polymers and Polymer Processing*. 3 hr. PR: CHEM 134, CH E 145. Polymer classification, Polymer synthesis, molecular weights and experimental techniques, thermodynamics, rubber elasticity, mechanical behavior; diffusion, rheology, extrusion and injection molding. 3 hr. lec.

GPA
Research Dissertation
Residency
Qualifying Exam
Research Proposal
Candidacy
Dissertation

260. *Chemical Process Safety*. 3 hr. PR: CH E 41 or consent. Introduction to safety, health and loss prevention in chemical process industry; regulations, toxicology, hazard identification, system safety analysis and safety design techniques. 3 hr. lec.

265. *Interfacial Phenomena*. 3 hr. PR: CH E 145, CHEM 246 or consent. Processes occurring at fluid/fluid and fluid/solid interfaces. Interfacial tension, contact angle, wetting, transport phenomena near interfaces, properties and stability of colloids, colloid transport phenomena, surfactants, micelles and emulsions. 3 hr. lec.

272. *Biochemical Engineering*. 3 hr. PR: CH E 172 or consent. Kinetics of enzymatic and microbial reactions, interactions between biochemical reactions and transport phenomena, analysis and design of bioreactors, enzyme technology, cell cultures, bioprocess engineering. 3 hr. lec.

280. *Chemical Engineering Problems*. 1-6 hr. For juniors, seniors, and graduate students. May be used to correct deficiencies preparatory to or following courses such as CH E 182 and 183, or for other students desiring to take only a portion of a course.

301. *Transport Phenomena*. 3 hr. PR: Consent. Introduction to equations of change (heat, mass and momentum transfer) with a differential balance approach. Use in Newtonian flow, turbulent flow, mass and energy transfer, radiation, convection. Estimation of transport coefficients. 3 hr. lec.

330. *Process Dynamics and Control*. 3 hr. PR: Consent. Dynamic response of processes and control instruments. Use of Laplace transforms and frequency response methods in analysis of control systems. Application of control systems in chemical reactors, distillation, and heat transfer operations. Introduction to nonlinear systems. 3 hr. lec.

331. *Mathematical Methods in Chemical Engineering*. 3 hr. PR: MATH 18 and consent. Classification and solution of mathematical problems important in chemical engineering. Treatment and interpretation of engineering data. Analytical methods for ordinary and partial differential equations including orthogonal functions and integral transforms. Vector calculus. 3 hr. lec.

338. *Advanced Numerical Methods*. 3 hr. PR: CH E 38 or consent. Methods for nonlinear algebraic equations, methods for initial and boundary value ordinary differential equations, methods for parabolic, hyperbolic, and elliptic partial differential equations, numerical stability and methods for stiff equations, curve fitting techniques, optimization techniques. 3 hr. lec.

344. *Thermodynamics*. 3 hr. PR: Consent. Logical development of thermodynamic principles. These are applied to selected topics including development and application of the phase rule, physical and chemical equilibria in complex systems, and nonideal solutions. Introduction to nonequilibrium thermodynamics. 3 hr. lec.

345. *Chemical Reaction Engineering*. 3 hr. PR: Consent. Homogeneous reactions, batch and flow reactors, ideal reactors, macro and micro mixing, nonideal flow reactors, heterogeneous reaction systems, catalytic and noncatalytic reactions, reactor stability analysis, reactor optimization. 3 hr. lec.

351. *Fluidization Engineering*. 3 hr. PR: Consent. Fundamentals of fluidization, two-phase flow theory and powder characteristics, structure and property of the emulsion phase and

bubbles, mass- and heat-transfer in fluidized beds with and without chemical reaction. 3 hr. lec.

352. *Powder Technology*. 3 hr. PR: Consent. Characterization of powders, structure of powders, powders in two phase flow, measurement techniques, static and dynamic behavior of powders, grinding and agglomeration, chemistry of powders. 3 hr. lec

371. *Advanced Separation Processes*. 3 hr. PR: CH E 301 or consent. Design and selection of separation processes including crystallization, leaching, extraction, distillation, absorption, filtration, membrane, and diffusional separation processes. Similarities between separation processes based on mode of operation are emphasized. 3 hr. lec.

391. *Advanced Topics*. 3 hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.

400. *Chemical Engineering Seminar*. 1 hr. Seminars on current research by visitors and graduate students.

402. *Advanced Fluid Dynamics*. 3 hr. PR: Consent. Analysis of flow of fluids and transport of momentum and mechanical energy. Differential equations of fluid flow; potential flow, flow in porous media, laminar boundary layer theory, and non-Newtonian fluids. 3 hr. lec.

404. *Advanced Heat Transfer*. 3 hr. PR: Consent. Theory of transport of thermal energy in solids and fluids as well as radiative transfer. Steady and transient conduction; heat transfer to flowing fluids; evaporation; boiling and condensation; packed and fluid bed heat transfer. 3 hr. lec.

406. *Advanced Mass Transfer*. 3 hr. PR: Consent. Theory of diffusion, interphase mass transfer theory, turbulent transport, simultaneous mass and heat transfer, mass transfer with chemical reaction, high mass transfer rates, multicomponent macroscopic balances. 3 hr. rec.

432. *Optimization of Chemical Engineering Systems*. 3 hr. PR: Consent. Optimization in engineering design, unconstrained optimization and differential calculus equality constraints optimization, search technique, maximum principles, geometric and dynamic programming, linear and nonlinear programming, calculus of variations. 3 hr. lec.

444. *Applied Statistical and Molecular Thermodynamics*. 3 hr. PR: CH E 344 and consent. The connection between macroscopic phenomena (thermodynamics) and microscopic phenomena (statistical and quantum mechanics). Thermodynamics modeling for process analysis. Equations of state, perturbation theories, mixing rules, computer simulation, group contribution models, physical property prediction. 3 hr. lec.

446. *Catalysis*. 3 hr. PR: CH E 345 or consent. Physical and chemical properties of catalytic solids, nature and theories of absorption, thermodynamics of catalysis, theories of mass and energy transport, theoretical and experimental reaction rates, reactor design and optimization. 3 hr. lec.

447. *Non-Catalytic Solid-Fluid Reactions*. 3 hr. PR: CH E 345 or consent. Reaction models, pseudo-steady approximation, effectiveness factor, transport and chemical reaction properties, geometric, thermal and transitional instabilities, simultaneous multiple reactions, selectivities in fixed, moving and fluidized bed reactor design. 3 hr. lec.

480. *Advanced Independent Study*. 1-6 hr. PR: Consent. Designed to increase the depth of study in a specialized area of chemical engineering.

491. *Special Topics*. 3 hr. PR: Consent. Investigation of advanced topics not covered in regularly-scheduled courses.

497. *Research*. 1-15 hr.

Civil and Environmental Engineering

Sam A. Kiger, Chairperson

623 Engineering Sciences Building

Degree Offered: Master of Science in Civil Engineering

Civil Engineering Major available for Master of Science in Engineering, Doctor of Philosophy

Programs

The Department of Civil and Environmental Engineering offers the master of science in civil engineering (M.S.C.E.). In conjunction with the College of Engineering, the master of science in engineering (M.S.E.), and the doctor of philosophy (Ph.D.) degrees are available with emphases in civil engineering.

Faculty

The Department of Civil and Environmental Engineering has a full-time faculty of 21, who are active in teaching, research, and professional commitments. There are four major areas of interest of the faculty and graduate studies:

Research Interests

- Environmental engineering and water resources, which include occupational health, solid-hazardous waste management and site remediation, water supply and pollution, groundwater hydraulics, and hydrology.

- Geotechnical, environmental geotechnology, and materials engineering, which covers soil mechanics, foundations engineering, soil-structure interaction, groundwater and seepage, geosynthetics, contaminant transport, landfill design, and earthwork design, as well as construction materials and waste product utilization.

- Transportation engineering, which includes transportation systems principles, design, and planning, and expert systems.

- Structural engineering, which involves work and study in advanced structural analysis, bridge engineering, building design, construction materials, and composite construction materials.

With few exceptions, the members of the faculty are registered professional engineers in one or more states and are involved in state, regional, and national professional organizations, serving on numerous technical committees. They are successful researchers and have published extensively in various technical journals. The civil engineering faculty is concerned with the development of a professional engineer, able to assume the roles of a problem solver, decision maker, and technical leader, and with the educational background to undergird the continuing development required during an engineer's professional career.

Program of Study

Each graduate student can tailor a program of study to satisfy the student's own special interest. Opportunities abound within the master's and doctoral tracks for a research experience which provides a chance for a student to tackle an engineering problem individually, with guidance from a faculty adviser. The graduate program in civil engineering has been estab-

lished with the philosophy of developing in the student the ability to use today's contemporary methods of engineering analysis and design so that they can solve tomorrow's engineering problems.

An application package can be obtained from the Graduate Program Director, Department of Civil and Environmental Engineering, West Virginia University, P.O. Box 6101, Morgantown, WV 26506-6101.

To be eligible for admission into the M.S.C.E. degree program, a candidate must hold or expect to receive a B.S.C.E. degree from either an accredited ABET curriculum or an internationally recognized program. Candidates with superior academic records in baccalaureate degrees in other engineering fields, mathematics, or science may be eligible for admission into any of the masters programs offered by the department but will normally be required to attain a baccalaureate level of proficiency in certain engineering areas of the department. **An engineering technology (non-calculus based) degree is not sufficient qualification for admission into any of the graduate programs offered by the department.**

To be eligible for admission into the Ph.D. degree program, a candidate must hold or expect to receive an M.S. degree in some discipline of engineering from an institution which has an ABET accredited undergraduate program in engineering or an internationally recognized program in engineering.

The other requirements for admission into the graduate programs of the department are summarized as follows:

- To be admitted as a regular graduate student, an applicant must have a grade point average of 3.0 or better (out of a possible 4.0) in all previous college work and must meet all other requirements below.
- The applicant must first submit, to the Office of Admissions and Records of West Virginia University, a completed application, application fee, and transcripts of all college work (directly from the institution) completed.
- Each applicant is required to have three reference letters (using standard forms available from the department) sent directly to the department; at least two of the three references should be from the institution the applicant last attended.
- A minimum score of 550 on the TOEFL is required of all applicants from countries where the native language is not English. (Students who have completed a recent four year bachelor's degree in the USA need not submit these scores.)

•All applicants who have not received their undergraduate degree in the United States are required to submit GRE General Test scores with the Engineering Subject Test score being optional.

An applicant not qualified for the regular graduate student admission status, either due to insufficient grade point average, incomplete credentials, or inadequate academic background, can be admitted as a provisional student. Requirements for attaining regular student status must be stated in the letter of admission. Provisional students must sign a contract no later than their first registration. The contract will list in detail all requirements to be met for attaining regular student status.

Students must comply with rules and regulations as outlined in the general requirements for graduate work. Each candidate will, with the approval and at the discretion of the graduate committee, follow a planned program which must conform to one of the following outlines:

•A minimum of 30 semester credit hours, not more than six of which are in research leading to an acceptable thesis.

**Admissions
Requirements
Master's**

Ph.D.

GPA

**Application
Transcripts**

References

TOEFL

GRE

Provisional

Curricula

Thesis

- Problem Report Course Work**
- A minimum of 33 semester credit hours, not more than three of which are in research leading to an acceptable problem report.
 - A minimum of 36 semester credit hours, with no thesis or problem report required.

No rigid curricula are prescribed for the degrees of master of science in civil engineering and master of science in engineering. Graduate-level work in mathematics, mechanics, or other appropriate areas of science is customary; however, at least 15 semester hours of credit should normally be selected from graduate civil engineering courses.

- Research Credit**
- A thesis or problem is normally required of all candidates. While required credit in research (C E 497) is devoted to the thesis or report preparation, the thesis or problem report is not automatically approved after the required number of semester hours of research work have been completed. The thesis or problem report must conform with the general WVU requirements for graduate study and with any additional requirements established by the department.

- Examinations**
- A candidate shall be required to pass an examination which may be written or oral or both, to be administered by the student's advisory and examining committee. The examination shall cover course material and the thesis or problem report, depending upon the program followed.

Approval for the M.S.C.E. degree is restricted to those holding a baccalaureate degree in civil engineering.

- M.S.E.**
- The master of science in engineering (M.S.E.) program is available to students approved for the graduate program who possess a baccalaureate degree in a technical area other than civil engineering. Students entering this graduate program must complete appropriate undergraduate work as specified by departmental regulations. This degree program is administered by the College of Engineering; the program may emphasize civil engineering.

- Ph.D.**
- The doctor of philosophy (Ph.D.) degree is administered through the College of Engineering interdisciplinary program; it may have civil engineering as a major. A candidate for the degree of doctor of philosophy must comply with the rules and regulations outlined in the general requirements of the College of Engineering. The research work for the doctoral dissertation must show a high degree of originality on the part of the student and must constitute an original contribution to the art and science of civil engineering.

Civil Engineering (C E)

201. *Principles of Boundary Surveying*. 3 hr. PR: C E 101 or consent. A study of the retracement requirements for metes and bounds survey systems. The study will include interpretation and writing of the property descriptions, legal principles related to boundary establishment, and analytical approaches to boundary location. 3 hr. rec.

208. *Control Surveying*. 3 hr. PR: C E 101. A study of the measurement and computation techniques used to locate positions on the surface of the earth. 2 hr. rec., 3 hr. lab.

212. *Concrete and Aggregates*. 3 hr. PR: C E 110 or consent. Considerations and methods for the design of concrete mixes. Properties of portland cement and aggregates and their influence on the design and performance of concrete mixtures. Testing of concrete and aggregate and the significance of these tests. 2 hr. rec., 3 hr. lab.

213. *Construction Methods*. 3 hr. PR: Junior or senior standing in civil engineering. Study of construction methods, equipment, and administration with particular emphasis on the influence of new developments in technology. 3 hr. rec.

220. *Computational Fluid Mechanics*. 3 hr. PR: C E 120, E. 2 or consent. Use of the computer in elementary hydraulics, open channel flow, potential flow, and boundary layer flow, numerical techniques for solution of algebraic equations, ordinary differential equations, and partial differential equations. 3 hr. rec.

231. *Highway Engineering*. 3 hr. PR: CE 132, 181. Highway administration, economics and finance; planning and design; subgrade soils and drainage; construction and maintenance. Design of a highway. Center-line and grade-line projections, earthwork and cost estimate. 2 hr. rec., 3 hr. lab.

233. *Urban Transportation Planning and Design*. 3 hr. PR: CE 132 or consent. Principles of planning and physical design of transportation systems for different parts of the urban area. Land use, social, economic, and environmental compatibilities are emphasized. Evaluation and impact assessment.

235. *Railway Engineering*. 3 hr. PR: CE 101. Development and importance of the railroad industry. Location, construction, operation, and maintenance. 3 hr. rec.

240. *Applied Hydrology*. 3 hr. PR: Consent. The hydrologic cycle with emphasis on precipitation and runoff as related to design of hydraulic structures, soil and water conservation, and flood control. 3 hr. rec.

245. *Properties of Air Pollutants*. 3 hr. PR: Consent. Physical, chemical, and biological behavioral properties of dusts, droplets, and gases in the atmosphere. Air pollutant sampling and analysis. Planning and operating air pollution surveys. 2 hr. rec., 3 hr. lab.

251. *Public Health Engineering*. 3 hr. PR: Consent. Engineering aspects involved in control of the environment for protection of health and promotion of comfort of humans. Communicable disease control, milk and food sanitation, air pollution, refuse disposal, industrial hygiene, and radiological health hazards. 3 hr. rec.

252. *Water Resources Engineering*. 3 hr. PR: CE 146. Application of hydrologic and hydraulic principles in the design and analysis of water resources systems. Topics include hydraulic structures, economics and water law irrigation, hydroelectric power, navigation, flood-drainage litigation, and water-resources planning. 3 hr. rec.

260. *Structural Analysis 2*. 3 hr. PR: CE 160. Fundamental theory of statically indeterminate structures. Analysis of indeterminate beams, frames and trusses by stiffness and flexibility methods; computer-aided structural analysis by standard computer codes; study of influence lines for beams, frames, and trusses. 3 hr. rec.

270. *Reinforced Concrete Design*. 3 hr. PR: CE 110, 160; PR or Conc. CE 260. Behavior and design of reinforced concrete members. Material properties; design methods and safety considerations; flexure; shear; bond and anchorage; combined flexure and axial load; footings; introduction to torsion, slender columns, and prestressed concrete. 2 hr. rec., 3 hr. lab.

271. *Steel Design*. 3 hr. PR: CE 110, 160; PR or Conc.: CE 260. Design of steel bridge and building systems with emphasis on connections, beams, columns, plastic design, and cost estimates. 3 hr. rec.

274. *Timber Design*. 3 hr. PR: CE 110, 160; PR or Conc.: CE 260. Fundamentals of modern timber design and analysis. Topics include wood properties, design of beams, columns, trusses and pole structures using dimension lumber, glue-laminated products, and plywood. 3 hr. rec.

281. *Foundations Engineering*. 3 hr. PR: CE 181. The practice of geotechnical engineering, subsurface explorations, geotechnical analysis and design of shallow and deep foundations, retaining structures, stability of earth slopes, soil and site improvement. 3 hr. rec.

283. *Earthwork Design*. 3 hr. PR: CE 181. Use of soil mechanics principles in the analysis, design, and construction of earth structures. Principles of compaction and compaction control; an introduction to slope stability analysis and landslides, earth reinforcement systems, and ground improvement techniques. 3 hr. rec.

290. *Civil Engineering Problems*. 1-6 hr. PR: Junior or senior standing. Special topics in various aspects of civil engineering analysis, design, and construction.

291. *Comprehensive Project for Civil Engineering*. 3 hr. PR: Senior standing in civil engineering. Application of civil engineering principles, through group studies, to develop a solution for a comprehensive engineering problem. Consideration given to a problem involving all aspects of civil engineering. 1 hr. rec., 3 hr. lab.

307. *Photogrammetry*. 3 hr. PR: CE 101. Camera calibration, stereoscopy, parallax, geometry of vertical and oblique photographs, theory and techniques of orientation, stereoscopic plotting instruments and analytical methods. 2 hr. rec., 3 hr. lab.

311. *Pavement Design*. 3 hr. PR: CE 281 or consent. Effects of traffic, soil, environment, and loads on the design and behavior of pavement systems. Design of pavement systems. Consideration of drainage and climate. Pavement performance and performance surveys. 3 hr. rec.

320. *Groundwater Dynamics*. 3 hr. PR: Consent. Introduction to groundwater, formulation of equations for saturated and unsaturated flow, analytical solutions for steady and transient cases, transport of pollutants and numerical techniques. 3 hr. rec.

321. *Environmental Fluid Mechanics*. 3 hr. PR: Consent. Equations of motion including buoyancy and Coriolis force, mechanics of jets and plumes, diffusion, dispersion and mixing in rivers, lakes, reservoirs, and estuaries. 3 hr. rec.

332. *Airport Planning and Design*. 3 hr. PR: CE 132 or consent. Financing, air travel demand modeling, aircraft trends, traffic control, site selection, ground access, noise control, geometric design, pavement design, terminal facilities. 3 hr. rec.

333. *Geometric Design of Highways*. 3 hr. PR: Consent. The theory and practice of geometric design of modern highways. Horizontal and vertical alignment, cross-slope, design speed, sight distances, interchanges, and intersections. Critical analysis of design specifications. 2 hr. rec., 3 hr. lab.

334. *Introduction to Traffic Engineering*. 3 hr. PR: CE 132 or consent. The purpose, scope, and methods of traffic engineering. Emphasis on the three basic elements of each element and interactions between the elements. Laboratory devoted to conducting simple traffic studies, solving practical problems, and designing traffic facilities. 2 hr. rec., 3 hr. lab.

336. *Highway Planning*. 3 hr. PR: Consent. Theory and practice of highway investment decision-making with emphasis on quantitative techniques of traffic assignment and travel demand forecasting, system evaluation, establishing priorities and programming. Both rural and urban highway systems are considered. 3 hr. rec.

337. *Public Transportation Engineering*. 3 hr. PR: Consent. Design of rail and highway modes for urban and rural areas. Consideration of vehicle technology, facility and route design, conventional and paratransit services, and related marketing, finance and coordination issues. 3 hr. rec.

338. *Highway Safety Engineering*. 3 hr. PR: CE 231 or consent. Relationship between human, vehicular, and roadway factors which impact safety; functional requirements of highway safety features; legal aspects; accident analysis; evaluation of highway safety projects. 3 hr. rec.

339. *Traffic Engineering Operations*. 3 hr. PR: CE 334. Theory and practice of application of traffic engineering regulations; traffic control concepts for urban street systems and freeways; freeway surveillance and incident management; driver information systems; traffic control system technology and management. 3 hr. rec.

349. *Solid Waste Disposal*. 3 hr. PR: Consent. Patterns and problems of solid waste storage, transport, and disposal. Examinations of various engineering alternatives with appropriate consideration for air and water pollution control and land reclamation. Analytical approaches to recovery and reuse of materials. 2 hr. rec., 3 hr. lab.

350. *Sanitary Chemistry and Biology*. 3 hr. PR: C E 147 or consent. Study of physical and chemical properties of water. Theory and methods of chemical analysis of water, sewage, and industrial wastes. Biological aspects of stream pollution problems. 2 hr. rec., 3 hr. lab.

353. *Hazardous Waste Control Engineering*. 3 hr. PR: Consent. Definition of hazards; unit processes for hazardous waste treatment; secure land disposal of hazardous wastes; cleanup of hazardous material spills and abandoned waste dumps; and related topics. 3 hr. rec.

356. *Principles of Biological Waste Treatment*. 3 hr. PR: C E 350 or consent. Examination of biological treatment systems related to microbiology and function. Models used to describe system behavior and kinetics are developed. Laboratory and field experiments are performed to understand the relation between operation and design. 2 hr. rec., 3 hr. lab.

361. *Statically Indeterminate Structures*. 3 hr. PR: C E 260 or consent. Force and displacement methods of analysis; energy principles and their application to trusses, frames, and grids; effects of axial forces; influence lines for frames, arches, and trusses; secondary stress analysis. 3 hr. rec.

363. *Introduction to Structural Dynamics*. 3 hr. PR: C E 361 or 460. General theory for dynamic response of systems having one or several degrees of freedom. Emphasis on the application of dynamic response theory to structural design. 3 hr. rec.

373. *Prestressed Concrete*. 3 hr. PR: C E 260, 270 or consent. Behavior and design of prestressed concrete members. Materials, bending, shear, torsion, methods of prestressing, prestress losses, deflections, compression members, composite members, indeterminate structures. 3 hr. rec.

380. *Soil Properties and Behavior*. 3 hr. PR: C E 281 or consent. Soil mineralogy and the physico-chemical properties of soils and their application to an understanding of permeability, consolidation, shear strength, and compaction. Prediction of engineering behavior of soils in light of physico-chemical concepts. 3 hr. rec.

381. *Soil Testing*. 3 hr. PR: C E 181 or consent. Experimental evaluation of soil properties and behavior. Emphasis is placed on the proper interpretation of experimental results and application of such results to practical problems. 1 hr. rec., 6 hr. lab.

385. *Airphoto Interpretation*. 3 hr. Study of techniques for obtaining qualitative information concerning type and engineering characteristics of surficial materials. Use of airphoto interpretation for evaluation of engineering problems encountered in design and location of engineering facilities. 3 hr. rec.

393. *Advanced Finite Element Methods*. 3 hr. PR: CE 293 or consent. Formulation procedures and applications of finite element methods to two- and three-dimensional problems, techniques for nonlinear analysis computer implementation; applications in field problems, flow, and dynamics.

432. *Transportation Systems Analysis*. 3 hr. PR: Consent. Systematic examination of the interaction between transport technology, activity systems, and traffic flows. Quantitative analysis of the relationship among vehicle cycles, networks, congestion, choice behavior, cost functions, and resulting travel-market equilibration. 3 hr. rec.

440. *Deterministic Hydrology*. 3 hr. PR: Consent. An in-depth treatment of the dynamics of the accumulation of runoff, including the formulation of the unsteady surface flow equations and the unsteady saturated-unsaturated subsurface flow equations. Both analytical and numerical solutions are presented with applications. 3 hr. rec.

441. *Stochastic Hydrology*. 3 hr. PR: Consent. The use of probabilistic and random processes techniques in the study of hydrologic problems, including multivariate time series and frequency-domain analyses of hydrologic data, and stochastic modeling of multidimensional hydrologic processes. 3 hr. rec.

450. *Environmental Systems Engineering*. 3 hr. PR: CE 252 or consent. Mathematical and computer modelling of environmental systems with emphasis on decision-making; applications will be selected from some or all of the following areas: water quality, water resources planning, solid waste management, waste treatment. 3 hr. rec.

452. *Water Treatment Theory*. 3 hr. PR: CE 350. Theory of various procedures and techniques utilized in treatment of water for municipal and industrial use. Review of water quality criteria. Design of water purification facilities. 2 hr. rec., 3 hr. lab.

454. *Industrial and Advanced Waste Treatment*. 3 hr. PR or Conc.; C E 350 or consent. Basic physical and chemical unit operations used in industrial and advanced waste treatment; applications for waste water reclamation and reuse; study of industrial wastes from standpoint of process, source, and treatment. 2 hr. rec., 3 hr. lab.

457. *Hydraulics of Sanitary Engineering Works*. 3 hr. PR: CE 120. Hydraulics of sanitary sewers, storm sewers, and water distribution systems; design of special structures including pumping stations, siphons and retention basins; analysis of flow sources including sewer infiltration studies, material selection, and construction methods. 3 hr. rec.

458. *Design of Sanitary Works*. 3 hr. PR: C E 120. Water supply and waste water disposal problems. Design of treatment facilities. 2 hr. rec., 3 hr. lab.

460. *Finite Element Methods in Structural Analysis*. 3 hr. PR: C E 361 or consent. Relationships of elasticity theory; definitions and basic element operations; direct and variational methods of triangular and rectangular elements related to plane stress, plane strain, and flat plates in bending; variational principles in global analysis. 3 hr. rec.

461. *Bridge Engineering*. 3 hr. PR: C E 361 or consent. Statically indeterminate trusses, continuous trusses; steel and concrete arches; long-span and suspension bridges; secondary stresses. 3 hr. rec.

462. *Numerical Analysis of Engineering Systems*. 3 hr. PR: CE 361 or consent. Numerical methods for the solution of equilibrium, eigenvalue and propagation problems of discrete and continuous structural systems with special emphasis on weighted residual techniques. 3 hr. rec.

470. *Behavior of Steel Members*. 3 hr. PR: C E 271 or consent. Elastic behavior of steel members subjected to axial load, bending, and torsion. Elastic and inelastic response of beams, columns, and beam-columns to load and the resulting design implications. Comparison with standard steel codes and specifications. 3 hr. rec.

471. *Light Gage Metal Design*. 3 hr. PR: C E 260, 271, or consent. Analysis and design of light gage material systems; flexural and compression members design; investigations into post buckling strength and optimum weight systems. 3 hr. rec.

473. *Structural Design for Dynamic Loads*. 3 hr. PR: CE 363 or consent. Nature of dynamic loading caused by earthquakes and nuclear weapons blasts; nature of dynamic resistance of structural elements and structural systems; criteria for design of blast-resistant and earthquake resistant structures; simplified and approximate design methods. 3 hr. rec.

475. *Analysis and Design of Multistory Structures*. 3 hr. (May be repeated once.) PR: CE 363, and CE 270 or 271. Introduction; service, structural and construction systems; analysis and design for lateral and gravity forces; structural modeling; computer applications; approximate methods; connections; foundations; review of standard building codes; special topics. 3 hr. rec.

476. *Behavior of Reinforced Concrete Members*. 3 hr. PR: CE 270 or consent. Studies of actual member behavior; members in flexure, combined flexure, shear, and torsion; bond and anchorage; combined axial load and flexure; slender columns; deep beams; derivation of current code provisions. 3 hr. rec.

477. *Behavior of Reinforced Concrete Structures*. 3 hr. PR: CE 476. Continuation of CE 476. Limit state design; continuous beams and frames; moment redistribution; flat plates and flat slabs; two-way slabs; yield line theory; comparison of theory with standard practice; results of recent research; special topics. 3 hr. rec.

481. *Advanced Mechanics of Soils*. 3 hr. PR: CE 181, 381, MAE 318 or consent. Stress invariants, stress history and stress path, elastic and quasi-elastic models for soils; soil plasticity, failure theories for soils; critical state soil mechanics, and determination of construction parameters. 3 hr. rec.

482. *Advanced Foundation Analysis*. 3 hr. PR: CE 281 or consent. Study of soil-structure interaction. Applications of principles of soil mechanics and numerical methods for analysis and design of geotechnical structures: strip footings, axially and laterally loaded piles, braced excavations, sheet pile walls, tunnel lining, and buried pipes and culverts. 3 hr. rec.

483. *Advanced Earthwork Design*. 3 hr. PR: CE 283 or consent. Application of the principles of theoretical soil mechanics to the design of embankments of earth and rock. In-depth study of compaction theory, stability of natural and man-made slopes by limit equilibrium and deformation considerations. 3 hr. rec.

484. *Groundwater and Seepage*. 3 hr. PR: Consent. Flow of groundwater through soils and its application to the design of highways and dams and to construction operations. Emphasis is placed on both the analytical and classical flow net techniques for solving seepage problems. 3 hr. rec.

485. *Geotechnical Risk Assessment*. 3 hr. PR: CE 281, 283 or consent. Application of probabilistic and statistical principles to geotechnical analysis and design. Random spatial variability of soil properties; decision under uncertainty; reliability of geotechnical structures. 3 hr. rec.

486. *Soil Dynamics*. 3 hr. PR: CE 380 and consent. Consideration of the simple damped oscillator, wave propagation in elastic media, dynamic field and laboratory tests, dynamic soil properties, and foundation vibrations. Introduction to geotechnical aspects of earthquake engineering. 3 hr. rec.

487. *Design of Earth Dams*. 3 hr. PR: CE 281 and 484, or consent. Application of the principles of geotechnical engineering to the analysis, design and construction of earth and earth-rock embankment dams. 3 hr. rec.

488. *Geotechnical Case Histories*. 3 hr. PR: CE 281 and 283 or consent. Application of the principles of geotechnical engineering to professional practice as taught through the case histories approach. Study of actual problems in geotechnical engineering and their solutions. 3 hr. rec.

491. *Advanced Study*. 1-6 hr. PR: Consent. Investigations in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

495. *Seminar*. 1-2 hr. PR: Consent. Studies and group discussion of structural, fluid mechanics, surveying, transportation, soil mechanics and foundations, and sanitary problems.

- 496. *Graduate Seminar.* 1 hr. PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of the student's program
- 497. *Research.* 1-15 hr.
- 498. *Thesis.* 2-4 hr. PR: Consent.
- 499. *Graduate Colloquium.* 1-6 hr. PR: Consent. For graduate students not seeking course-work credit but who wish to meet residence requirements, use the University's facilities, and participate in its academic and cultural programs

Electrical and Computer Engineering

Roy S. Nutter, Chairperson
Muhammad A. Choudhry, Graduate Coordinator
 823 Engineering Science Building
Degree Offered: Master of Science in Electrical Engineering
Electrical or Computer Engineering Major available for:
Master of Science in Engineering
Doctor of Philosophy

The Department of Electrical and Computer Engineering, with 16 faculty members, 300 undergraduate students, and over 90 graduate students, offers an excellent graduate program. Faculty members in the department have diverse and extensive expertise in industry, research, and graduate instruction which provides opportunities for students to pursue graduate study in either theory-oriented or application-oriented fields. The department has offices and instruction laboratories on three floors in the Engineering Sciences Building, and research laboratories which are located in the Engineering Research Building. Such research laboratories consist of Power and Control Systems, Flexible Automation in Underground Mining, Mine Management Support, Computer Automation, Computer Aided Lumber Processing, Neural Network Applications, and Microelectronic Systems. The Microelectronics Systems Research Center is within the department. All departmental graduate students have access to main-frame and personal computers, and various work stations for both class work and research. Through external funding, the department maintains modern test equipment, microprocessor/digital-signal-processing development systems, computers, specialized software, and other equipment.

The Department of Electrical and Computer Engineering operates and maintains a number of dedicated computers running the UNIX operating system. These computers support both the instructional and research activities of the department. These systems are SUN workstations, PCs, and a variety of stand-alone microcomputers. Students and faculty can access several software packages via the Novell network in the College of Engineering. In addition the department is linked to two College of Engineering servers, and to the extensive computing facilities of WVNET by means of an ETHERNET system. The department has access to several additional world-wide computing services via INTERNET and the Pittsburgh Supercomputing Center.

The Department of Electrical and Computer Engineering offers programs

Faculty

**Computers
Facilities**

- M.S.E.E.** leading to the master of science in electrical engineering (M.S.E.E.) and participates in the College of Engineering interdisciplinary program offering
- M.S.E.** the master of science in engineering (M.S.E.) and the doctor of philosophy (Ph.D.) all with specialization in electrical engineering or computer engineering. Master of science students must comply with the rules for master's degrees as set forth by both the College of Engineering in the *Guidelines for Masters Degree Programs Offered in the College of Engineering*, and by the department in the *Master of Science Program Guidelines*. Doctor of philosophy students must comply with the rules set forth by both the College of Engineering in *The College of Engineering Doctor of Philosophy Program Guidelines*, and the department in the *Doctor of Philosophy Program Guidelines*.
- Ph.D.**

Applications Applications for admission to the graduate program are made through the Office of Admissions and Records, P.O. Box 6009, Morgantown, WV 26506-6009. Informational inquiries may be addressed to the Graduate Coordinator of Electrical and Computer Engineering, P.O. Box 6101, Morgantown, WV 26506-6101.

Admissions Admission requirements for the M.S. program may be summarized as follows:

GPA • An applicant must have an excellent record in previous college work. A minimum cumulative grade-point average of 3.0 (of 4.0), or its equivalent, is required for admission as a graduate student in electrical and computer engineering.

GRE • All applicants must submit scores of the Aptitude Test of the Graduate Record Examination (GRE). A score of 80 percentile rank is required on the Quantitative part of the test.

TOEFL • All students whose native language is not English must submit Test of English as a Foreign Language (TOEFL) scores. A minimum score of 550 is required for admission. In addition, they must attend New Student Orientation and take the Michigan Test of English. The results of this test will determine if the student will be required to take English as a Foreign Language (EFL) course(s).

Provisional Admission • An applicant not qualified for the regular graduate student admission status, either due to insufficient grade point average, incomplete credentials, or inadequate academic background, can be admitted as a provisional student. Requirements for attaining regular student status must be stated in the letter of admission. Provisional students must sign a contract no later than their first registration. The contract will list in detail all requirements to be met for attaining regular student status.

Ph.D. Admission Admission to the Ph.D. program in ECE is open to students who qualify unconditionally for graduate study (see above under M.S. admission) and who have obtained an M.S. degree in science or engineering. In addition to transcripts and test scores required for M.S. admission, Ph.D. applicants must submit three letters of recommendation and a statement of purpose. Ph.D. applicants without a master's degree will be admitted to a master's program as the first stage in attaining the Ph.D.

Entrance Interview All students beginning graduate study will be given an entrance interview by the Graduate Coordinator to assist them in choosing classes before the end of the first week of classes of the semester they arrive on campus. The interview determines if the student needs remedial course work in order to pursue a graduate degree. Subsequently, an advisory and examining committee (AEC) must be formed and a plan of study prepared before the student

registers for the second semester of classes. The student must declare a primary emphasis area within the department on the plan of study, as well as the intended option (course work, report, thesis) and courses to be taken.

Plan of Study

Students with deficiencies in their undergraduate programs may be required to take some courses as prerequisites for graduate courses. These deficiencies are usually noted as a condition for admission. However, they may also be specified as a result of the entrance interview or by the AEC.

Deficiencies

The department is enthusiastically and vigorously involved in research, technical publication, and graduate instruction at the forefront of the field. The areas of emphasis are:

Emphasis Areas

- Computer engineering, including microprocessor applications, advanced computer architecture, neural networks, fuzzy logic, parallel processing, VLSI testing techniques, fault tolerant design, software metrics, and software engineering.

- Control systems, including classical and modern control theory and applications.

- Communications and signal processing, including computer networks and imaging processing systems.

- Electric power systems and power electronics, including stability, transients, and steady state analysis, real time control, protection, electric machines, drives, and advanced motion controllers.

- Electronics, including integrated circuit devices, VLSI, optoelectronics, high performance packaging, and microfabrication.

Digital computer and microelectronic systems design is the most technologically intensive component in the electrical and computer engineering curriculum. Integrated circuits with increasing capabilities are rapidly being developed. The electrical and computer engineering curriculum offers a large selection of both required and elective graduate courses in digital systems. These cover such topics as digital logic, microprocessor applications, interfacing, computer architecture, computer arithmetic, computer networks, performance evaluation, hardware and software reliability, real-time computing, neural networks, VLSI design and testing, and fault-tolerant computing. In addition, the department cooperates closely with the University's computer science faculty so that E E graduate students are able to include computer science courses in real-time operating systems, data structures, digital communication software, artificial intelligence, and interactive graphics in their program. A number of research projects utilizing computers and/or design of computer systems have been completed or are being completed by faculty and graduate students in the department. Some examples are availability enhancement of fault-tolerant computers using redundancy management, optical interconnects, space communication systems, an automatic lumber processing system, neural network medical and industrial applications, real-time monitoring of environmental conditions in a coal mine, a distributed microprocessor monitoring system, a study of the methodology whereby reliability of an environmental monitoring system can be established, and a knowledge-based decision support system for mining.

Digital Systems

The study of control systems is a highly mathematical topic with a broad range of applications. This subject area interests those who wish to apply technology to control dynamical systems. Signals from sensors, usually processed by a computer, are necessary for proper control of a system. Consequently, the student interested in control systems will also take course work in computer systems and in digital signal processing. The graduate

Control Systems

curriculum in control and systems engineering consists of courses in both classical and modern control theory and applications. These include modeling techniques in both the frequency and time domains for continuous and discrete time systems, optimal control, digital control, and estimation theory. Classical techniques for control systems and design tools such as root locus, Nyquist, and Bode methods for linear time-variant systems are also included. Additional courses are available in adaptive control, large scale systems, and stochastic control. Currently, the faculty in the control area are actively involved in a number of research areas. These include both sponsored and unsponsored research activities with some projects related to a specific application and some being of a theoretical nature having a wide range of applications. Research projects in control and systems engineering include: research in large scale systems, design of fast-estimation algorithms for distributed systems, reduced-order systems design, application of H-infinity methods, nonlinear systems control, deconvolution methods for seismic signal processing, and application of control theory to power systems and communications.

The faculty in the control area currently has research sponsored by the U.S. Department of Energy, the National Science Foundation, the state of West Virginia, and private organizations.

Communications/ Signal Processing

The focus areas of communications and signal processing are well represented within the ECE Department. Communications is subdivided into two basic areas of concentration: computer communication networks and communication theory and signal processing. Faculty and graduate students conduct basic and applied research covering a wide range of topics including satellite communication, high performance internetworking, and fingerprint image processing.

The computer communications networks focus area is concerned with the issues and alternatives faced in the ever-evolving arena of computer communications. Students and faculty conduct research relating to the design and performance analysis of a broad range of computer communication network architecture and protocol options. Instructional support for research in this area include computer communications protocols and architectures, queueing theory, and network modeling and simulation.

Students focussed in the area of communication theory and signal processing study and conduct research in the more classical communication topics such as modulation, detection, and estimation theories, as well as more recent techniques which have been developed for the processing of information-bearing signals. These techniques include digital signal processing for speech and image, and optical signal processing for imaging and optical communications.

Recently, the Communication Systems Laboratory within the ECE Department, in conjunction with the System Research Center at the University of Maryland, and supported by the Telecommunications Center at the University of Colorado and the Applied Physics Laboratory at Johns Hopkins University, was awarded a long-term grant by the National Aeronautics and Space Administration for the establishment of a Center for the Commercial Development of Space (CCDS) on Satellite and Hybrid Communication Networks. This grant has established a base source of research funding for the laboratory for the foreseeable future.

Electrical Power Systems

Electrical power systems historically have been an area of emphasis in the electrical engineering curriculum, and the graduate program in power

systems at WVU is quite mature. Five graduate courses are offered in this area on a regular basis. In addition, there are four senior elective/graduate courses on the subjects of distribution, industrial power systems, power electronics, and advanced power systems analysis. Recent and current research activities include reliability, grounding, transmission, electric transportation, modeling, stability analysis, optimal design, design of modulation controllers for multiterminal ac/dc power systems, electric drives, electric machines, advanced motion control systems, and power electronics. Externally funded projects include robust design of modulation controllers for flexible ac/dc transmission lines, optimal design of permanent magnet brushless machines, spacecraft power storage controllers, investigation of voltage/current characteristics of MOS-controlled thyristors with static and dynamic loads, and identification and decentralized control of critical modes. These projects provide excellent support for both graduate student and faculty research. Extensive interaction with industry provides ample opportunity for direct contact with practitioners in the field.

Courses are offered in advanced circuit analysis, integrated circuits (both analog and digital), noise and grounding, power electronics, and VLSI design. Recent research efforts include electronic instrumentation and control, characterization of MCTs (MOSFET controlled thyristors), and development of capacitive sensors for robotics applications. A major new thrust is in the area of VLSI design which includes circuit fundamentals, device physics, and system principles, along with teaching the fundamentals of CAD/CAE tools. A new laboratory has been set up for optoelectronic and wafer-scale integrated circuit research.

There are three emphases available for students to gain a master's degree. The thesis option is the most common. A problem report option is available under certain conditions with the approval of the student's AEC. A course work option is available as well, subject to AEC approval. It is open only to students with practical engineering experience and those who have demonstrated the ability to develop a project and write a technical report.

Students following the course work program must take a minimum of 30 credit hours of course work plus two hours of graduate seminar. Students following the problem report option must take a minimum of 27 hours of course work, two hours of graduate seminar, and a minimum of three credit hours of research or independent study leading to a problem report. Students following the thesis option must take a minimum of 24 credit hours of course work, two hours of graduate seminar, and a minimum of six credit hours of thesis research. Those students who lack course prerequisites may require more than three semesters of full-time study to complete the degree. Students supported by research assistantships may also require more than three semesters to complete the degree, and are expected to pursue the thesis option.

Each student pursuing the thesis option leading to the M.S. degree must have his/her thesis approved by the Advisory and Examining Committee before the thesis will be accepted. The student must also pass a final oral examination and defense of the thesis administered by his/her AEC.

Each student pursuing the report option or course work option must pass a written comprehensive examination administered by the graduate faculty of the department.

Electronics

**M.S.
Emphases**

**Course
Work**

Thesis

M.S.E. The M.S.E. program is available to students who are interested in graduate work in electrical or computer engineering, but who hold a baccalaureate degree from another field of engineering or from another discipline. Students with a baccalaureate degree from another field of engineering, or from one of the sciences, should contact the department for further information. In general, a student in the M.S.E. program will be expected either to complete certain undergraduate prerequisite courses or to attain equivalent competence, but may not be required to complete all of the requirements equivalent to the B.S.E.E. or B.S.Cp.E. degree. However, all graduate students will be required to meet the prerequisites for each course taken for credit.

Ph.D. The Ph.D. program should be considered by those with the superior academic achievement and desire to pursue a career of research or teaching. Students interested in the Ph.D. program in electrical engineering or computer engineering should contact the department for information.

Program Length A typical Ph.D. program will take between three to four years beyond the baccalaureate degree, although scholarly achievements are more important than time, and does not depend on the accumulation of credit hours. The courses chosen for a student's program are selected to develop the student's expertise in his/her area of interest and to strengthen knowledge of other areas that will support the student's research endeavors.

Written Examination Ph.D. students are required to pass a written qualifying examination, normally within one year of their first enrollment in the Ph.D. program. The student must complete coursework requirements as specified by the AEC, at least 18 hours of which must be at the 300 and 400 level at WVU. The student

Oral Examination is also required to pass a written and oral candidacy examination given by the AEC and to successfully defend in oral examination a written research proposal. When all required coursework is completed, the qualifying and candidacy examinations are passed, and the research proposal is successfully defended, the student is formally admitted to candidacy for the Ph.D. degree. For full-time students, admission to candidacy must occur within three years of entering the Ph.D. program. After the student completes the research (at least 24 credit hours) and prepares a dissertation, the final examination

Dissertation Defense consists of a public defense of the dissertation. All requirements for the degree must be completed within five years after the student has been admitted to candidacy.

Research work for the doctoral dissertation is expected to represent a significant contribution to engineering. It may entail a fundamental investigation into a specialized area or a broad and comprehensive system analysis or design.

Computer Engineering (CP E)

242. *Introduction to Digital Computer Architecture*. 3 hr. PR: MATH 215, CP E 110, 111. Control, data, and demand-driven computer architecture; parallel processing, pipelining, and vector processing; structures and algorithms for array processors, systolic architecture.

291. *Special Topics*. I, II, S. 1-3 hr. PR: Consent. Investigation of topics not covered in regularly scheduled courses.

370. *Switching Circuit Theory 1*. 3 hr. PR: CP E 71 or equiv. Course presumes an understanding of the elements of Boolean or switching algebra. Study of both combinational and sequential switching circuits with emphasis on sequential networks. Advanced manual design and computer-aided design techniques for single and multiple output

combinational circuits. Analysis and design of sequential circuits. Detection and prevention of undesired transient outputs. 3 hr. rec.

372. *Advanced Computer Architecture*. 3 hr. PR: CP E 71 and 110, 111 or consent. Formal tools for designing large digital systems are introduced; formal descriptive algebras such as ISP, PMS, AHPL, CDL, and others. An in-depth study of computer system designs including instruction design and data path design. 3 hr. rec.

373. *Design of Computer Arithmetic Circuits*. 3 hr. PR: CP E 71 or equiv. Study of logic networks usable in performing binary arithmetic. Emphasis is on design of high-speed, parallel arithmetic units using binary numbers. Consideration of systems for representation of negative numbers. Available arithmetic subsystems are studied. 3 hr. rec.

390. *Advanced Independent Study*. 1-6 hr. PR: Consent. Individual investigation in advanced electrical engineering subjects not covered in formal courses.

391. *Advanced Topics*. I, II. S. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

397. *Master's Degree Research or Thesis*. I, II, S. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

471. *Switching Circuit Theory 2*. 3 hr. PR: CP E 370, MATH 236, or equiv. Switching circuit theory is used to model the operations of networks of logic gates and flip-flops. Networks of this type are one form of discrete parameter systems. Studies the use of linear sequential machine as a means of modeling the general class of discrete parameter information systems. Systems approach and the techniques of abstract algebra used throughout. 3 hr. rec.

472. *Digital Systems Design 2*. 3 hr. PR: CP E 372 or consent. Students will design a specific digital system, i.e., CPU control, interrupt structure, memory, or input/ output system. They will design and test a project oriented toward one specific objective.

491. *Advanced Study*. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

497. *Research*. 1-15 hr.

Electrical Engineering (E E)

208. *Power Electronics*. 3 hr. PR: E E 130 and E E 158, 159 (concurrently) or consent. Application of power semiconductor components and devices to power systems problems: power control, conditioning processing, and switching. Course supplemented by laboratory problems. 3 hr. rec.

216. *Fundamentals of Control Systems*. 3 hr. PR: E E 124, 127. Introduction to classical and modern control; signal flow graphs; state-variable characterization; time-domain, root locus, and frequency techniques; stability criteria. 3 hr. rec.

230. *Electrical Power Distribution Systems*. 3 hr. PR: E E 131, 136 or consent. General considerations; load characteristics; subtransmission and distribution substations; pri-

mary and secondary distribution; secondary network systems; distribution transformers; voltage regulation and application of capacitors; voltage fluctuations; protective device coordination. 3 hr. rec.

231. *Power Systems Analysis*. 3 hr. PR: E E 131, 136 or consent. Incidence and network matrices, Y-Bus, symmetrical and unsymmetrical faults, load-flow and economic dispatch, MW-frequency and MVAR-voltage control. The power system simulator will be used for demonstrations. 3 hr. rec.

248. *Fiber Optic Communications*. 3 hr. PR: E E 126, 141, 151. Fundamentals of optics and light wave propagation, guided wave propagation and optical wave guides, light sources and light detectors, couplers, connections, and fiber networks, modulation, noise, and detection in communication systems. 3 hr. rec.

251. *Noise and Grounding of Electronic Systems*. 1 hr. PR: E E 158, 159 or consent. Analysis of extrinsic and intrinsic noise in electronic circuits. Design techniques to reduce or eliminate noise. 1 hr. rec.

252. *Operational Amplifier Applications*. 3 hr. PR: E E 158, 159. Linear integrated circuit building blocks applied to such functions as amplification, controlled frequency response, analog-digital conversion, sampling, and waveform generation. 2 hr. rec., 3 hr. lab.

257. *Transistor Circuits*. 3 hr. PR: E E 158, 159 or equiv. Analysis and design of subcircuits used in analog integrated circuit modules. Transistor models, low-frequency response of multistage amplifiers, current sources, output stages and active loads. 3 hr. lec.

264. *Introduction to Communications Systems*. 3 hr. PR: E E 126. Introduction to the first principles of communications systems design. Analysis and comparison of standard analog and pulse modulation techniques relative to bandwidth, noise, threshold, and hardware constraints. Communications systems treated as opposed to individual circuits and components of the system. 3 hr. lec.

268. *Digital Signal Processing Fundamentals*. 3 hr. PR: E E 126, 127, 156, 157. Theories, techniques, and procedure used in analysis, design, and implementation of digital and sampled data filters. Algorithms and computer programming for software realization. Digital and sampled data realizations, switched capacitor and charge-coupled device IC's. 3 hr. lec.

281. *Biomedical Electrical Measurements*. 2 hr. PR: E E 158 and 159 or consent. Biomedical instrumentation for human subjects. Origin and characteristics of biological electrical signals. Instrument design requirements and detailed analysis of cardiac support and intensive-care monitoring equipment. 2 hr. lec.

291. *Special Topics in Electrical Engineering*. 1-3 hr. PR: Junior, senior, or graduate standing, or consent. The investigation of advanced topics not covered in regularly scheduled courses. 1-3 hr. lec.

314. *Stochastic Systems Theory*. 3 hr. PR: Consent. Probability distribution and density functions. Bayes rule and conditional probability. Stochastic process and linear systems. Gauss-Markov Process. Optimal linear estimation. Introduction to Wiener and Kalman filtering. Decision theory fundamentals. 3 hr. rec.

315. *State Variable Analysis of Systems*. 3 hr. PR: Consent. Matrix theory and linear transformations as applied to linear control systems. The state-space on time-domain study of stability, controllability, observability, etc. 3 hr. rec.

316. *Optimal Control*. 3 hr. PR: E E 312, 364. Methods of direct synthesis and optimization of feedback systems; Wiener theory; Pontryagin's maximum principle; dynamic programming; adaptive feedback systems. 3 hr. rec.

317. *Introduction to Digital Control*. 3 hr. PR: E E 216 or equiv. or consent. Sampling of continuous-time signals; transform analysis; analysis of discrete-time systems. Translation of analog design. Controllability and observability; State-space design methods; and introduction to optimal control for discrete systems. 3 hr. rec.

325. *Advanced Linear Circuit Analysis*. 3 hr. PR: Consent. Systematic formulation of circuit equations. Use of operational techniques to find total solutions. Applications and characteristics of the Laplace and Fourier transforms, matrix algebra, complex variable theory and state variables are made to circuit analysis and elementary circuit synthesis. 3 hr. rec.

330. *Advanced Electrical Machinery*. 3 hr. PR: E E 131, 136 or consent. Theory and modeling of synchronous, induction, and direct-current machines, and their steady-state and transient analysis. 3 hr. rec.

333. *Application of Digital Computers to Power System Analysis 1*. 3 hr. PR: E E 231 or consent. Incidence and network matrices; algorithms for their formulation, three-phase networks; short-circuit calculations; load-flow studies. 3 hr. rec.

334. *Power System Control and Stability*. II. 3 hr. PR: E E 131, 315. Review of stability theory, classical transient analysis, dynamical models of synchronous machines, power system stability under small and large perturbations, dynamic simulation of power systems. 3 hr. rec..

350. *Electronic Circuits*. 3 hr. PR: E E 158 and 159, or equiv. Analysis and design of electronic circuits; low-pass amplifiers, feedback, frequency response and stability of feedback amplifiers, nonlinear analog circuits. 3 hr. rec.

357. *Linear Integrated Circuits*. 3 hr. PR: E E 158, 159 or equiv. (Primarily for students specializing in communication and electronics.) Techniques of integrated circuit design and fabrication. Development of models descriptive of linear and nonlinear transistor operation. Design and analysis of high-frequency tuned, direct-current, and differential amplifiers. 3 hr. rec.

358. *Integrated Logic Circuits*. 3 hr. PR: E E 156, 157 or equiv. or consent. (Intended for students specializing in digital circuits.) Techniques of integrated circuit design and fabrication. Development of transistor model for nonlinear operation. Design, analysis, and comparison of emitter-coupled, direct-coupled, diode-transistor, and transistor-transistor integrated logic circuits. 3 hr. rec.

364. *Communication Theory*. 3 hr. PR: E E 264 or consent. Detailed study of probability theory and its use in describing random variables and stochastic processes. Emphasis on applications to problems in communication system design. 3 hr. rec.

366. *Information Theory 1*. 3 hr. PR: E E 364. Probability concepts; theory of discrete systems; encoding; theory of continuous systems; systems with memory; the fundamental theorem of information theory. 3 hr. rec.

390. *Advanced Independent Study*. 1-6 hr. PR: Consent. Individual investigation in advanced subjects not covered in formal courses.

391. *Advanced Topics*. I, II, S. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

397. *Master's Degree Research or Thesis*. I, II, S. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

411. *Nonlinear Control System Analysis*. 3 hr. PR: Consent. Application of Liapunov's and Popov's methods to nonlinear control systems, together with classical techniques. 3 hr. rec.

413. *Sample-Data Control Systems*. 3 hr. PR: E E 312 or consent. A study of control systems in which the activating signal is represented by samples at regular time intervals. 3 hr. rec.

415. *Large-Scale System Modeling and Control*. 3 hr. PR: E E 315. Characterization of large-scale systems, model simplification through aggregation and perturbation methods, optimal and chained aggregation, balanced realization and cost component procedures; optimal model reduction; simplification effects; decentralized control: feasibility and design. 3 hr. lec.

416. *Stochastic Estimation and Control*. 3 hr. PR: E E 316 or consent. Techniques of optimal estimation and control for linear systems. Balanced emphasis is placed on both continuous and discrete time systems. Some advanced topics of interest will be considered. 3 hr. rec.

430. *Real-Time Control of Electrical Power Systems*. 3 hr. PR: E E 231 or consent. Application of computers to modern control theory for reliable and economic real-time operation of integrated power systems. 3 hr. rec.

432. *Protection of Power Systems*. 3 hr. PR: E E 231 or consent. Principles of relay protection for faults on transmission lines and other devices. Use of overcurrent, differential distance, and pilot relaying systems. Special relay applications. Determination of short-circuit currents and voltages from system studies. 3 hr. rec.

466. *Information Theory 2*. 3 hr. PR: E E 366. Continuation of E E 366. 3 hr. rec.

491. *Advanced Study*. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

496. *Graduate Seminar*. 1 hr. PR: Consent. Technical presentations by faculty members, outside speakers, and graduate students. Each student will give an oral presentation describing the student's research before the student's final examination. This will typically be a 40-minute presentation before the faculty and graduate students.

497. *Research*. 1-15 hr.

Industrial Engineering

Ralph W. Plummer, Chairperson
727 Engineering Sciences Building

Degrees Offered: Master of Science in Industrial Engineering and
Master of Science in Occupational Safety and Health Engineering

Industrial Engineering Major available for:

Master of Science in Engineering, Doctor of Philosophy

Graduate programs in industrial engineering are designed to give students experience in developing innovative solutions to real problems. Innovation in this case implies the implementation of creative ideas. In this context, graduate students in the department are actively involved with people and organizations that need creative solutions to real problems. Graduate students can expect to develop their creative abilities to be effective in innovative environments while developing their abilities to communicate and to implement new ideas.

Faculty members of the Department of Industrial Engineering possess broad experience in business, teaching, and research. This combination of backgrounds enriches a student's educational experience at WVU.

The department has quality research laboratories in the areas of manufacturing, robotics and vision systems, CAD/Cam, decision sciences, ergonomics, industrial hygiene, and safety engineering. Graduate students are encouraged to utilize these resources to explore and develop their capabilities.

Three degrees are offered at the master's level: M.S.I.E., M.S.E., and an M.S. with an emphasis in occupational health and safety engineering. The M.S.I.E. degree program is appropriate for students with a B.S. in industrial engineering, whereas the M.S.E. degree program is designed for students having a baccalaureate degree in a technical field other than industrial engineering who wish to pursue a broader, more interdisciplinary program of graduate studies. In both the M.S.I.E. and the M.S.E. degree programs, students will select courses from decision sciences and production systems, manufacturing systems, and the ergonomics areas. A description and listing of requirements for the M.S. in occupational health and safety engineering, which is administered by the Department of Industrial Engineering, are presented under "Occupational Health and Safety Engineering" in this catalog.

An undergraduate degree in either another engineering field or the basic sciences is required for admission to both the M.S.E. and M.S. programs. Students trained in the areas of mathematics, statistics, physics, computer science, and engineering majors are generally well prepared for graduate study with an emphasis in decision sciences/operations research techniques, or production systems, while many chemistry, biology, and engineering majors will find excellent career opportunities in the field of occupational health and safety.

To qualify as a regular student, applicants must have as a minimum, the equivalent of a 3.00 GPA. Applicants with a 2.50 GPA (or the equivalent) or above may be admitted on a provisional basis. Foreign students must demonstrate proficiency in communicating in English (550 or more in TOEFL).

Students must comply with the rules and regulations as outlined in this catalog for graduate work in the College of Engineering. Each master's candidate prepares a planned program of study that contains a minimum of 30 semester credit hours, including a thesis of six hours of research credit, or 36 credit hours, including a problem report of not more than three hours of research credit.

M.S.I.E.

M.S.E.

O.H.S.E.

Emphasis

Prerequisites

Admission

Program

Required Courses Required courses for the M.S.I.E. and the M.S.E. are determined by the student's area of emphasis (i.e., decision sciences, manufacturing systems, or applied ergonomics). The M.S. in occupational health and safety engineering course requirements are listed under that program.

As a general rule, each student must satisfy the listed prerequisites for each course included in his/her graduate plan of study. Prerequisite deficiencies are usually made up by taking the necessary prerequisite courses. However, certain prerequisite courses can be taken by examination.

Thesis The thesis or problem report must conform with the general requirements of the University and with the written requirements of the Department of Industrial Engineering.

Orals A candidate will be required to pass an oral examination on course work and the thesis or problem report.

Ph.D. A candidate for the degree of doctor of philosophy (Ph.D.) must comply with the rules and regulations of the College of Engineering and the University. To be accepted in the Ph.D. program, applicants should have as a minimum the equivalent of a 3.40 GPA in their graduate work. They must also meet all the entrance requirements stated earlier for the master programs. A program with a major in industrial engineering, designed to meet the needs and objectives of each student, will be developed in consultation with the student's adviser and the student's advisory and examining committee. Required core courses for the Ph.D. program are determined by the student's area of emphasis. In general, Ph.D. students take approximately 54 hours of course work beyond their baccalaureate degree, with a minimum of 30 hours in industrial engineering. The research work for the doctoral dissertation may entail a fundamental investigation or a broad and comprehensive investigation into a specialization area.

Examinations Early in the doctoral program, the student must pass an examination to demonstrate master's-level proficiency in industrial engineering subject matter. Upon completion of the course work, the student must pass a written examination to be admitted to candidacy. An acceptable dissertation must be written and defended.

Industrial Engineering (I E)

201. *Principles of Solidification*. 3 hr. PR: I E 200 or consent. Material and energy balances, solidification of metals, riser and gating systems for castings, fluidity of metal, casting design, and molding processes.

202. *Manufacturing Processes*. 2 hr. PR: CHE 105, MAE 43. Lectures and demonstrations relating to materials, properties, parameters, design, equipment, economics and computer control of processing systems emphasizing casting, machining, joining and forming operations.

203. *Manufacturing Processes Laboratory*. 1 hr. Coreq.: I E 202. Laboratory experiments and demonstrations of the basic manufacturing operations of casting, machining and joining. Process parameter measurement, inspection techniques and CNC programming are performed and laboratory report writing is emphasized.

205. *Design for Manufacturability*. 2 hr. PR: I E 202 and I E 203. Aspects of design, manufacturing and materials; emphasis on design for manufacturability and assembly, including material selection and manufacturing processes on product cost. 2 hr. lec.

206. *Design for Manufacturability Laboratory*. 1 hr. PR: I E 202 and I E 203. Laboratory tasks dealing with manufacturing and materials; process selection, and cost estimation for component and subassembly design; emphasis on utilizing design for manufacturability and assembly software. 1 hr. lab.

211. *Expert Systems in Manufacturing*. 3 hr. PR: I E 202, 203, 281. Expert systems design and development for manufacturing applications; knowledge acquisition, representation, search techniques, inference engines, data base interfaces, algorithmic interfaces. 3 hr. lec.

214. *Analysis of Engineering Data*. 3 hr. PR: I E 113. Introduction to linear statistical models. Design and analysis of simpler experimental configurations occurring frequently in engineering studies. Similarities and differences between regression and experimental design models emphasized in a vector-matrix setting.

215. *Statistical Decision Making*. 3 hr. PR or Conc.: I E 113. Basic concepts of probability theory. Discrete and continuous distributions, joint and derived distributions, with application to industrial and research problems. Introduction to generating functions and Markov chains.

216. *Industrial Quality Control*. 3 hr. PR: I E 113. Principles and methods for controlling the quality of manufactured products, with emphasis on both economic and statistical aspects of product acceptance and process control.

217. *Total Quality Management*. 3 hr. PR: I E 113. Fundamentals and philosophy of total quality management in industry and government. Includes implementation of quality function deployment and the tools of off-line and on-line quality assurance procedures.

222. *Job Evaluation and Wage Incentives*. 3 hr. Principles used in evaluating jobs, rates of pay, characteristics and objectives of wage incentive plans; incentive formulae and curves.

240. *Labor and Productivity*. 3 hr. PR: Consent. The work force as a critical element of productivity. Topics include industrial engineering involvement in collective bargaining, labor relations, and work practices.

242. *Production Planning and Control*. 3 hr. PR: I E 140; Conc.: I E 214. Principles and problems in forecasting, aggregate planning, material management, scheduling, routing, and line balancing.

243. *Facility Planning and Design*. 3 hr. PR: I E 242, 250. Problems of facility and equipment location. Long-range planning of industrial facilities. Block and detailed layout of manufacturing plants and general offices. Space utilization and allied topics in facility design.

249. *Design of Dynamic Materials Systems*. 3 hr. PR: I E 140 or consent. Application of industrial engineering theory and practice to selection of material systems and equipment including efficient handling of materials from first movement of raw materials to final movement of finished product. Present quantitative design techniques.

250. *Introduction to Operations Research*. 3 hr. PR: I E 113, 281. Basic tools and philosophies of operations research. Tools include: linear programming, Markov chains, queueing theory, and simulation. Other operations research techniques are presented as they relate to the overall systems philosophy.

251. *Analytical Techniques of Operations Research*. 3 hr. PR: I E 113 or consent. Nonlinear optimization techniques useful in operations research and industrial engineering studies. Classical optimization techniques, quadratic, geometric, and dynamic programming, branch and bound and gradient techniques.

260. *Human Factors Engineering*. 3 hr. PR: I E 113 and I E 140 or equiv. Includes the study of ambient environment, human capabilities, and equipment design. Systems design for the man-machine environment interfaces will be studied with emphasis on health, safety, and productivity.

261. *System Safety Engineering*. 3 hr. PR: Consent. The concepts of hazard recognition, evaluation analysis, and the application of engineering design principles to the control of industrial hazards.

277. *Engineering Economy*. 3 hr. Basic concepts of financial analysis investment planning and cost controls as they apply to management technology investment in manufacturing; financial planning and budgeting as applied to an engineering function.

280. *Industrial Engineering Problems*. 1-3 hr. PR: Consent. Special problems.

281. *Computer Applications in Industrial Engineering*. 3 hr. PR: ENGR 2, I E 140. Introduction to computer applications in manufacturing. Emphasis on system design and analysis and the role of computers in productivity improvement.

284. *Simulation by Digital Methods*. 3 hr. PR: I E 113, 281, or consent. Introduction to Monte Carlo simulation methods and their application to decision problems. Student identifies constraints on problems, collects data for modeling, and develops computer programs to simulate and analyze practical situations. Interpretation of results emphasized.

291. *Design of Production Systems 1*. 3 hr. PR: Senior standing in industrial engineering. The integration of industrial engineering principles in the design of productive systems. Emphasis will be on the analysis of different systems for productivity improvement.

292. *Design of Productive Systems 2*. 3 hr. PR: Senior standing in industrial engineering. Continuation of I E 291.

300. *Special Topics in Manufacturing Processes and Automation*. 3 hr. PR: I E 200 or equiv. Special topics concerning manufacturing processes and automation with special emphasis on manufacturing management.

302. *Advanced Manufacturing Processes*. 3 hr. PR: I E 200. Metal cutting economic models, solidification processes, bulk deformation, sheet metal and drawing, joining design and economics. Overall view of manufacturing systems. Introduction to numerical control programming and projects on numerical control equipment.

304. *Materials and Processing Systems Design*. 3 hr. PR: IE 200. The engineering design process, material design properties and selection systems, decision making and problem analysis techniques for materials and processing. Economic and cost systems, expert systems, failure analysis and quality systems for materials and process selection.

305. *Computer Integrated Manufacturing*. 3 hr. PR: Graduate standing. Several aspects of computerized manufacturing systems will be covered. Emphasis will be placed on computer fundamentals, computer aided design and manufacturing, numerically controlled (NC) machine tools, part programming, system devices, and direct digital control. 2 hr. lec., 1 hr. lab.

307. *Robotics and Flexible Automation*. 3 hr. PR: Graduate standing. This course will provide an understanding of the principles, capabilities and limitations of industrial robots and other flexible automation tools. Emphasis will be placed on kinematic analysis, trajectory planning, machine vision, and manufacturing automation. 2 hr. lec., 1 hr. lab.

308. *Advanced Problems in Manufacturing Engineering*. 1-3 hr. PR: IE 300 or 302, graduate standing. Special problems relating to one of the areas of manufacturing engineering, such as manufacturing processes, robotics, CAD/CAM, group technology, and manufacturing systems engineering.

309. *Computational Methods for Manufacturing Engineers*. II. 3 hr. PR: Graduate standing. Computational techniques applicable to manufacturing systems engineering problems; emphasis on use of personal computers. 2 hr. lec., 1 hr. lab.

314. *Design of Industrial Experiments*. 3 hr. PR: IE 214 or consent. Continuation of IE 214. More complex experimental design especially useful to engineering and industrial researchers, including factorials and optimum-seeking design. Emphasis on use of existing digital computer routines and interpretation of results.

325. *Engineering Management*. 3 hr. Unique problems of engineering organizations including project planning, managing creativity, coordinating design and development, and other topics relevant to engineering organizations.

338. *Technology Forecasting*. 3 hr. Various procedures used in forecasting technical developments.

340. *Work Analysis*. 3 hr. PR: Consent. Analysis of industrial engineering's involvement in analyzing work situations. Particular emphasis will be given to the use of industrial engineering as a change agent in improving work practices.

342. *Advanced Production Control*. 3 hr. PR: IE 250. Different mathematical models useful in the design of effective production control systems. The various models include static production control models under risk and uncertainty, dynamic models under certainty, under uncertainty, and under risk.

353. *Applied Linear Programming*. 3 hr. PR: IE 250 or consent. Application of the assignment, transportation, and simplex algorithms to typical industrial problems. The methods and computational efficiencies of the revised simplex and other algorithms are also studied.

355. *Scheduling and Sequencing Methods*. 3 hr. PR: I E 250. Theory and applications of analytical models used in the scheduling of operations. Topics include: single machine scheduling models; flow shop models; job shop models; and assembly line balancing methods.

358. *Special Topics in Systems Analysis and Operations Research*. 3-6 hr. PR: Consent. Special topics from recent developments in operations research and related fields. Special emphasis will be placed on interests of current graduate students.

359. *Operations Research for Public Administrators*. 3 hr. Examination of role of quantitative analysis in public administration and decision-making.

360. *Human Factors System Design*. 3 hr. PR: I E 260 or consent. Theoretical aspects and practical applications of man/machine relationships as they influence future system design. The student will examine human limitations with respect to acceptance of information, decision making, and ability to transmit the result of such decisions to controlled equipment systems to obtain design optimization. 2 hr. rec., 3 hr. lab.

361. *Industrial Hygiene Engineering*. 3 hr. Introductory course in industrial hygiene legal standards, historical context, and development. Topics include respiratory physiology, particle size and deposition, ionizing and nonionizing radiation, physical stress, solvents, metals, pesticides, painting, welding, and degreasing.

362. *Systems Safety Engineering*. 3 hr. PR: I E 261 or consent. Analysis of manufacturing methods, processes, and properties of materials from a system safety engineering viewpoint. Emphasis will be on hazard analysis techniques (fault tree, MORT, failure modes and effects) and machine guarding methods.

364. *Industrial Ergonomics*. 3 hr. PR: I E 260 or consent. Practical experience in the application of ergonomic principles to industrial problems. Safety and production implications of work physiology, industrial biomechanics, and circadian rhythms, as well as current interest topics.

368. *Advanced Problems in Human Factors*. 1-3 hr. PR: I E 260 or 360 and graduate standing. Special problems relating to one of the areas of human factors, such as simulation, controls, vigilance, safety, and occupational health.

377. *Advanced Engineering Economy*. 3 hr. PR: Consent. Special emphasis on depreciation, engineering and economic aspects of selection and replacement of equipment; relationship of technical economy to income taxation; effect of borrowed capital and pricing model.

381. *Integrated Data Processing*. 3 hr. PR: I E 281 and consent. Advanced work in electronic data-processing systems and procedures design. Case studies of integrated data-processing systems. Course projects will include individual use of a computer in management data-processing analysis problems.

451. *Nonlinear Programming*. 3 hr. PR: I E 250 or consent. Advanced study of the techniques of nonlinear programming and their applications. Topics include steepest descent, Newton's method, Fletcher-Powell, conjugate gradients, Powell's method, and penalty function methods.

452. *Queueing Theory*. 3 hr. PR: I E 113 and 250 or consent. Analytical modeling of waiting line systems with emphasis on determining the best operating conditions for those systems. Single-channel and multi-channel models. Computational methods (including Monte Carlo techniques) are examined. Applications to problems such as maintenance and inventory control.

453. *Theory of Linear Programming*. 3 hr. PR: I E 250 or consent. Study of procedures available for solving large-scale problems using linear programming. Topics include decomposition techniques, multiple pricing, cycling, inverse generation and storage, ranging procedures, and upper bound algorithms.

454. *Inventory Theory*. 3 hr. PR: I E 113 and 250 or consent. Techniques used in optimization of inventory systems. Elements of static, deterministic inventory models, and static, stochastic inventory models. Dynamic inventory models. Selected topics related to inventory analysis.

455. *Probability Theory for Engineers*. 3 hr. PR: I E 113 or consent. Probability theory and its application to industrial systems with particular emphasis on inventory, queueing, maintenance, reliability, and quality control systems. Markov processes are covered.

456. *Applied Stochastic Processes*. 3 hr. PR: I E 455. Stochastic systems with emphasis on application to inventory and queueing theory. Conditional probability, Poisson processes, counting processes, renewal processes, Markov chains with discrete and continuous parameters.

457. *Dynamic Programming*. 3 hr. PR: I E 250 or consent. Introduction to basic structure and computational aspects of dynamic programming and applications including sequential decision problems, deterministic and probabilistic models over finite and infinite planning horizons, and Markovian decision processes.

458. *Integer Programming and Applied Networks*. 3 hr. PR: I E 250 or consent. Introduction to application of integer programming and maximum flow networks to engineering and operations research problems. Emphasis on problem formulation and solution.

480. *Seminar*. 1-6 hr. PR: Consent. Discussion of research in industrial engineering and special problems.

484. *Advanced Digital Simulation*. 3 hr. PR: I E 284 or consent. Analysis and comparison of special purpose digital simulation languages such as GPSS, SLAM, SIMAN, SIMSCRIPT, CSMP, DYANOMO, and JOB SHOP simulation.

497. *Research*. 1-15 hr.

Mechanical and Aerospace Engineering

Donald W. Lyons, Chairperson

323 Engineering Sciences Building

Degrees Offered: Master of Science in Mechanical Engineering

Master of Science in Aerospace Engineering

Mechanical or Aerospace Engineering majors available for Master of Science in Engineering, Doctor of Philosophy in Engineering

Faculty

Faculty members in the department have extensive industrial and teaching experience and have published widely in the technical literature, a combination which assists students in selecting relevant courses and research topics to meet their educational goals. The department has extensive laboratory space in the Engineering Sciences Building and in the Engineering Research Building to provide support for both instructional and research activities. The department has several special laboratories located nearby, which include the engine research center, the wind tunnel laboratory, and the aircraft-flight test hangar at the Morgantown Municipal Airport (Hart Field). Funded research allows the department to maintain up-to-date instrumentation, equipment, and facilities, including computer-controlled data acquisition systems for laboratory use.

Objectives

The objectives of the departmental graduate-level programs are: (1) To provide master's level education for students in or entering the engineering profession, and/or (2) To provide an advanced graduate educational experience for students pursuing the doctoral degree. Four master's degrees are offered in the department: the master of science in aerospace engineering (M.S.A.E.), the master of science in mechanical engineering (M.S.M.E.), the master of science in engineering (M.S.E.) with a major in mechanical engineering or with a major in aerospace engineering. The department also offers the doctor of philosophy (Ph.D.) degree, with majors in mechanical engineering and aerospace engineering.

M.S.A.E.

M.S.M.E.

M.S.E.

Ph.D.

An application package can be obtained from the graduate program director, Department of Mechanical and Aerospace Engineering, West Virginia University, P.O. Box 6101, Morgantown, WV 26506-6101.

Admission

M.S.A.E.

M.S.M.E.

To be eligible for admission into the M.S.A.E. or M.S.M.E. degree program, a candidate must hold or expect to receive a B.S.A.E. or B.S.M.E. degree from either an accredited ABET curriculum, or an internationally recognized program. Candidates with superior academic records in baccalaureate degrees in other engineering fields, mathematics, or science may be eligible for admission into any of the master's programs offered by the department but will normally be required to attain a baccalaureate level of proficiency in certain engineering areas of the department. An engineering technology (non-calculus based) degree is not sufficient qualification for admission into any of the graduate programs offered by the department.

Ph.D.

To be eligible for admission into the Ph.D. degree program, a candidate must hold or expect to receive an M.S. degree in some discipline of engineering from an institution which has an ABET accredited undergraduate program in engineering or an internationally recognized program in engineering.

The other requirements for admission into the graduate programs of the department are summarized as follows:

GPA

• To be admitted as a regular graduate student, an applicant must have a grade point average of 3.0 or better (out of a possible 4.0) in all previous college work and must meet all other requirements below.

<ul style="list-style-type: none"> • The applicant must first submit, to the office of admissions and records of the West Virginia University, a completed application, application fee, and transcripts of all college work (directly from the institution) completed 	Complete Application
<ul style="list-style-type: none"> • Each applicant is required to have three reference letters (using standard forms available from the department) sent directly to the department; at least two of the three references should be from the institution the applicant last attended. 	
<ul style="list-style-type: none"> • A minimum score of 550 on the TOEFL is required of all applicants from countries where the native language is not English. (Students who have completed a recent 4-year bachelor's degree in the USA need not submit these scores.) 	TOEFL
<ul style="list-style-type: none"> • All international applicants who have not received their undergraduate degree in the USA are required to submit GRE general test scores with the engineering subject test score being optional. A level of 75th percentile (score of 670) on the quantitative part of the test and 60th percentile (score of 560) on the analytical part are required. 	GRE
<p>An applicant not qualifying for the regular graduate student admission status, either due to insufficient grade point average, incomplete credentials, or inadequate academic background, can be admitted as a provisional student. Requirements for attaining regular student status must be stated in a letter of admission. Provisional students must sign a contract no later than their first registration. The contract will list in detail all requirements to be met for attaining regular student status.</p>	Provisional Admission
<p>All of the degree programs require the student to attain an overall grade-point average of 3.0 or higher in order to meet graduation requirements. The grade-point average is calculated on the basis of courses and excludes credit for research, which is graded on an S/U basis. Some of the course work can be at the advanced (200) undergraduate-level, dependent upon the program desired by the student and the agreement of his/her advisory and examining committee.</p>	Graduation Requirements GPA
<p>Only courses with grades of C or higher may be acceptable for graduate credit, although all course work taken will be counted in establishing the student's grade-point average. No more than nine hours of 200-level credit can be counted toward meeting the course work requirements for the M.S. degree. For the Ph.D., even though the absolute minimum set by the College is 18 hours of course work at the 300-level or higher taken at WVU, the actual minimum is set by the student's advisory and examining committee and is based on the student's background and the area of dissertation. No more than 20 percent of the course work for a doctoral degree can be at the 200 level. A minimum of 24 semester hours of research credit at the Ph.D. level is required for dissertation requirements. Two semesters of full-time attendance at the WVU Morgantown campus are necessary to meet residency requirements in the Ph.D. program.</p>	Courses
<p>The Department of Mechanical and Aerospace Engineering requires that the graduate course work include six hours of advanced mathematics for M.S. programs of study and a minimum of six additional hours of mathematics for the Ph.D. programs. A list of approved mathematics courses can be obtained from the graduate program director of the department.</p>	Math
<p>All requirements for a master's degree must be completed within eight years preceding the student's graduation. Students should petition for admission to candidacy for the degree during the first semester of residency by filing a plan of study approved by his/her advisory and examining committee. A</p>	Time Limitations Master's

minimum of 30 hours of course work (including research) is required for the degree. Students must pass a final examination administered by their advisory and examining committee before being certified for the degree.

Ph.D. The doctorate is a research or performance degree and does not depend on the accumulation of credit hours. The requirements for the degree are passing the qualifying examination, admission to candidacy, residency, completion of dissertation research, and defense of a research dissertation. At least one member of the graduate faculty from outside the department is required to serve on the advisory and examining committee.

The Ph.D. degree signifies that the holder has the competence to function independently at the highest level of endeavor in the chosen field. Hence, the number of years involved in attaining or retaining competency cannot be readily specified nor can an exact program of study be defined. The course work taken should be sufficient to broaden the student's background in at least one other area of the department in addition to the major area of study.

Qualifying Exam The Ph.D. qualifying/candidacy examination is the method of assessing whether the student has attained sufficient knowledge of the discipline and supporting fields in order to undertake independent research or practice. Students are required to pass a qualifying examination administered by the department which tests for a minimum level of proficiency expected of all students in a given area. It is expected that students will take the qualifying exam during their first semester of enrollment in the Ph.D. program, however it is required that full-time students pass the qualifying examination no later than the end of their second semester of their Ph.D. program. As the student progresses, his/her advisory and examining committee is charged with evaluating the student's competency in the specific area of study through the

Proposal evaluation of a dissertation proposal for the research to be completed and the evaluation of the student's plan of study and associated course work. After these requirements are completed, the student is formally admitted to candidacy for the Ph.D. degree. Only at this point can a student be called a doctoral candidate; admission to the graduate program for the purpose of pursuing the Ph.D. is not equivalent to becoming a Ph.D. candidate. Doctoral candidates are allowed no more than five years to complete the remaining degree requirements after admission to candidacy. An extension of time can be obtained only by repeating the qualifying examination and meeting any other requirements specified by the student's committee.

Time Limitations

M.S.A.E. Students wishing to pursue a program leading to an M.S.A.E. degree are required to have a B.S.A.E. or B.S.M.E. from an accredited ABET curriculum, or their equivalent. Students with an engineering background other than aerospace or mechanical engineering normally will be required to strengthen their background. Programs of study must comply with the rules and regulations as outlined in the general requirements for graduate work in the College of Engineering. The student's program of study is formulated jointly by the student and his/her committee. Normally, a thesis is required of all candidates for the degree of master of science in aerospace engineering.

Math The program of study for the M.S.A.E. degree must include six semester hours of advanced mathematics beyond a first course in differential equations and at least 12 semester hours of courses taken from any two areas of the department. The remainder of the course work may consist of other courses from mechanical and aerospace engineering, other departments in the College of Engineering, or advanced course work in mathematics, chemistry,

and physics. A maximum of six hours of research credit is counted toward degree requirements for thesis work. Students not completing a thesis will be required to include three hours of methods courses in their programs of study.

Students wishing to pursue a program leading to an M.S.M.E. degree are required to have a B.S.M.E. or B.S.A.E. from an accredited ABET curriculum, or its equivalent. Students with an engineering background other than mechanical or aerospace engineering normally will be required to strengthen their background.

The program of study must include at least six hours of advanced mathematics beyond a first course in differential equations, and 12 total hours of courses from at least two areas of study in mechanical engineering. Students are normally required to write a thesis. On occasion, part-time, off-campus students may be given permission to substitute a problem report for a thesis when they can present compelling evidence of equivalent experience. A maximum of six hours of research credit is counted toward meeting degree requirements for the thesis option; a maximum of three hours of research credit is counted for the problem report option. The student's plan of study is formulated jointly with his/her advisory committee based upon the interests and educational goals of the student. Students not completing a thesis will be required to include six hours of methods courses in their programs of study.

The M.S.E. programs with a major in mechanical engineering or in aerospace engineering are intended for students who wish to pursue graduate work in these areas but do not have an undergraduate degree in either discipline. Students desiring to pursue such a program in the department must meet similar general requirements as for the M.S.A.E. and M.S.M.E. degree programs.

Each plan of study in the M.S.E. program must include six hours of advanced mathematics and nine hours from any two academic areas in the department. Students are normally required to write a thesis. On occasion, part-time, on-campus students may be given permission to substitute a problem report for a thesis when they can present compelling evidence of equivalent experience. A maximum of six hours of research credit is counted toward meeting degree requirements for the thesis option; a maximum of three hours of research credit is counted for the problem report option. The student's plan of study is formulated jointly with his/her advisory committee, based upon the interests and educational goals of the student. Students not completing a thesis will be required to include six hours of methods courses in their programs of study.

Students intending to pursue a doctoral program in the College of Engineering with an emphasis in mechanical or aerospace engineering should have earned a B.S. or an M.S. degree in some discipline of engineering. While it is possible for a student with a B.S. degree to enroll directly in the Ph.D. program, it is advisable to earn a master's degree first.

The doctoral courses of study are selected to fit the individual interests and objectives of the student, with proper attention given to broadening related areas of study. The research work for the doctoral dissertation may entail a fundamental investigation into a specialized area or a broad and comprehensive program of study.

Courses in the department are organized under four academic areas: aerodynamics and fluids engineering; solid mechanics, materials and structures; system control and manufacturing and design; and thermal sciences and engineering. Students who are pursuing an advanced degree in either

M.S.M.E.

**Math
Requirement**

M.S.E.

**Plan of
Study**

Ph.D.

Research

**Areas of
Study**

mechanical or aerospace engineering may work in one of these areas. In addition, students may pursue studies leading to a specialization in bioengineering.

**Aerodynamics
and
Fluid
Mechanics**

A variety of courses and facilities support graduate research in the areas of aerodynamics and fluid mechanics. Laboratories are located in the Engineering Sciences Building, with separate wind tunnel and wind turbine facilities in adjoining buildings and remote sites. Flow facilities include instrumented subsonic and supersonic wind tunnels, shock tubes, and several flow loops mainly used for research in gas-solid and density stratified flows. Available instrumentation includes eight channels of hot wire/film anemometry, two single-component and one three-component laser Doppler velocimeter (LDV) systems. A hydraulic facility is also available for flow metering studies and includes a calibration system and pressure transmitters. The department owns well-instrumented V/STOL and Cessna U-206 flight test aircraft housed in hangar facilities at Hart Field. A significant portion of the current activity involves numerical solutions to flow problems and is supported by a computing facility dedicated to graduate research.

**Research
Interests**

Although the faculty background and interests in the areas of aerodynamics and fluid mechanics are broad, recent research has been concentrated on problems in multiphase and density-stratified flows, low-speed aerodynamics, shock phenomena in two-phase systems, flow in microgravity, boundary layer control and high-speed aerodynamics. These research areas include topics such as fluidized bed combustion, aerosol sampling, flow metering, flow distribution systems, numerical solutions to gas-solid flows, and fluid-particle turbulence interactions, including deposition on solid surfaces. The low-speed aerodynamics work is related to the design of vertical axis wind turbines and STOL airfoils. The research in high-speed aerodynamics deals with viscous-inviscid interactions in transonic, supersonic, and hypersonic flow.

**Solid
Mechanics
Materials
Structures**

The solid mechanics, materials, and structures (SMMS) area encompasses the theoretical, numerical, and experimental study of solid bodies, from concentration on local behavior of deformable bodies to the global response of structural elements or the motion of rigid bodies. Hence, SMMS students may explore the mechanical behavior of materials in the neighborhood of micro-scale defects such as cracks or investigate the behavior of large-scale bodies such as aerospace structures.

The SMMS faculty carries out basic and applied research related to problems in engineering using state-of-the-art computational and experimental techniques. The areas of research include aeroelasticity, fracture mechanics, nonlinear dynamics and vibrations, composite materials, biomechanics, computational methods such as finite-element and boundary-element, and experimental techniques including optical methods. Furthermore, in cooperation with the Department of Civil Engineering, SMMS students may pursue studies related to civil engineering. Access to a large array of research facilities include laboratories (materials, structures, vibrations, photomechanics, biomechanics, fracture mechanics, and computer aided engineering), computers (IBM and VAX mainframes, work stations, personal computers, supercomputers), and shop facilities.

**Required
Core**

Regardless of the chosen specialty, the SMMS student is required to take six hours of courses from a core group consisting of MAE 311, MAE 320, and an introductory FEM course. This requirement may be waived for students who can demonstrate that they possess equivalent knowledge. These courses, combined with the entire plan of study which includes research credits,

prepares the SMMS student to apply mechanics to modern engineering challenges.

The system control, design, and manufacturing academic area offers instructional and research opportunities for students who are personally challenged to attain the expertise required to design or control the behavior of a system in a dynamic environment. Instructional offerings furnish students with a foundation for developing prototype systems and for improving the performance of existing systems. These offerings provide such emphasis as elastodynamic analysis, computerized design, active control in automated machines, and manufacturing systems engineering.

The research endeavors of its faculty reflect a close association with current industrial-type situations. Faculty have research ongoing in the areas of engine acoustic impedance modeling, the control of energy systems in buildings, concurrent engineering, robotics, artificial intelligence, CAD, process control, microprocessor applications, and computer-aided manufacturing.

The thermal sciences and engineering academic area encompasses the fields of thermodynamics, combustion, heat transfer, and power and energy systems. Graduate course offerings cover a wide range of topics in this area with applications both to aerospace and mechanical engineering problems. Recent research efforts include topics such as the analysis of fluidized bed combustion, energy analysis of buildings, oscillating jet combustion, alternative fuels testing, internal combustion engine performance and emissions, heat transfer, numerical analysis of thermal systems, deposition on turbine blades, and reactor design.

Research facilities include a high-altitude simulation chamber for ablation and wear studies; a fluidized bed combustion laboratory; thermal analyzers; an electrically-heated, natural convection water facility; schlieren systems for flows with varying density; recording thermocouple data-acquisition systems; a water reservoir for thermal stratification studies; an engine research laboratory, and an emissions research laboratory.

The MAE Department, in conjunction with other departments in both the College of Engineering and the Health Sciences Center, offers a program in bioengineering culminating in master's and Ph.D. degrees. The plan of study for a master's degree requires a minimum of 30 credit hours. This includes at least six hours of bioengineering or medical courses. Students are encouraged to continue toward a Ph.D. by following a plan of study tailored specifically to their research interests. Students whose B.S. degrees are in disciplines other than engineering may be required to complete prerequisite courses.

Areas of research specialization include respiratory and diseased tissue mechanics, orthopedic mechanics, bone growth and fracture, and the application of computer-aided design and microprocessor-based instrumentation to rehabilitation. Research facilities include an aerosol inhalation exposure system, laser-based holographic and moiré interferometric equipment, a lung acoustic impedance measurement system, and modern orthopedic, rehabilitation, and computer research laboratories.

**System
Control,
Design, and
Manufacturing**

**Thermal
Sciences**

Facilities

Bioengineering

Mechanical and Aerospace Engineering (MAE)

200. *Advanced Mechanics of Materials 1*. 3 hr. PR: MAE 43 or consent. Advanced topics in applied stress analysis: stress concentrations, strain energy, beams, thick-walled cylinders, torsional warping, fracture. 3 hr. lec.

210. *Kinematics*. 3 hr. PR: MAE 130 and MATH 18 or consent. Geometry of constrained motion, kinematics synthesis and design, special linkage. Coupler curves, inflection circle, Euler-Savary equation, cubic of stationary curvature and finite displacement techniques. 3 hr. lec.

215. *Experimental Fluid Dynamics 2*. 3 hr. PR: MAE 115. Continuation of MAE 115 with increased emphasis on dynamic measurements. Shock tube/tunnel and subsonic and supersonic measurements. Experiments include optical techniques, heat transfer to models, and viscous flow measurements. Error analysis of test data. 2 hr. lec., 3 hr. lab.

216. *Applied Aerodynamics*. 3 hr. PR: MAE 116. Chord-wise and span-wise airload distribution for plain wings, wings with aerodynamic and geometric twist, wings with deflected flaps, and wings with ailerons deflected. Section induced drag characteristics. 3 hr. lec.

217. *Hypersonic Gas Dynamics II*. 3 hr. PR: MAE 117 or MAE 117 or consent. Hypersonic shock and expansion wave relations; hypersonic inviscid flowfields: approximate and numerical methods, blast wave theory; hypersonic boundary layers and aerodynamic heating. 3 hr lec. (alternate years)

220. *Guided Missile Systems*. 3 hr. PR: MAE 117 and/or Conc.: MAE 150. Design philosophy according to mission requirements. Preliminary configuration and design concepts. Aerodynamic effects on missiles during launch and flight. Ballistic missile trajectories. Stability determination by analog simulation. Performance determination by digital and analog simulation. Control, guidance, and propulsion systems. Operational and reliability considerations. 3 hr. lec.

226. *Mechanics of Composite Materials*. 3 hr. PR: MATH 17, MAE 43. Fundamental methods for structural analysis of fiber reinforced composites-lamination theory and micromechanics. Particularities of composite applications in design and manufacturing of structural components-performance tailoring, failure criteria, environmental effects, joining and processing.

236. *Systems Analysis of Space Satellites*. 3 hr. PR: Senior standing. Introduction to engineering principles associated with analysis and design of space satellites. Emphasis on the interdisciplinary nature of satellite systems analysis. 3 hr. lec.

240. *Problems in Thermodynamics*. 3 hr. PR: MAE 141 or consent. Thermodynamic systems with special emphasis on actual processes. Problems presented are designed to strengthen the background of the student in the application of the fundamental thermodynamic concepts. 3 hr. lec.

241. *Flight Mechanics 2*. 3 hr. PR: MAE 146. Fundamental concepts of feedback control system analysis and design. Automatic flight controls, and human pilot plus airframe considered as a closed loop system. Stability augmentation. 3 hr. lec.

242. *Flight Testing*. 3 hr. PR: MAE 146. Applied flight test techniques and instrumentation, calibration methods, determination of static performance characteristics, and introduction to stability and control testing based on flight test of Cessna Super Skywagon airplane. Flight test data analysis and report preparation. 1 hr. lec., 6 hr. lab.

243. *Bioengineering*. 3 hr. PR: MAE 43, PHYS 201 or consent. Introduction to human anatomy and physiology using an engineering systems approach. Gives the engineering student a basic understanding of the human system so that the student may include it as an integral part of the design. 3 hr. lec.

244. *Introduction to Gas Dynamics*. 3 hr. PR: MAE 114 or consent. Fundamentals of gas dynamics, one-dimensional gas dynamics and wave motion, measurement, effect of viscosity and conductivity, and concepts from gas kinetics. 3 hr. lec.

249. *Space Mechanics*. 3 hr. PR: MATH 18, MAE 42. Flight in and beyond the earth's atmosphere by space vehicles. Laws of Kepler and Orbital theory. Energy requirements for satellite and interplanetary travel. Exit from and entry into an atmosphere. 3 hr. lec.

254. *Applications in Heat Transfer*. 3 hr. PR: MAE 158. Application of basic heat transfer theory and digital computation techniques to problems involving heat exchangers, power plants, electronic cooling, manufacturing processes, and environmental problems. 3 hr. lec.

262. *Internal Combustion Engines*. 3 hr. PR: MAE 101 or 141. Thermodynamics of the internal combustion engine; Otto cycle; Diesel cycle, gas turbine cycle, two- and four-cycle engines, fuels, carburetion and fuel injection; combustion; engine performance, supercharging. 3 hr. lec.

264. *Heating, Ventilating, and Air Conditioning*. 3 hr. PR: MAE 141 or consent. Methods and systems of heating, ventilating, and air conditioning of various types of buildings, types of controls and their application. 3 hr. lec.

265. *Aeroelasticity*. 3 hr. PR: MAE 160. Vibrating systems of single degree and multiple degrees of freedom, flutter theory and modes of vibration, torsional divergence, and control reversal. 3 hr. lec.

270. *Microprocessor Applications in Mechanical Engineering*. 3 hr. PR: MAE 181. Fundamentals of programming and interfacing a microprocessor. Hands-on, hardware oriented. Assembly language and BASIC programming. RAM, EPROM, analog to digital and digital to analog converters, stepper motors, encoders, AC devices. Interfacing project required. 3 hr. lec.

275. *Computer-Aided Design: Applications. II*. 3 hr. PR: MAE 132 or 161. CAD fundamentals. User-computer interface and interactive programming for rational design. Computational tools, finite elements and modeling techniques. Interactive graphics, pre-post processor applications. Case studies: conceptual-preliminary-detail iterative design and analysis.

280. *Aerospace Problems*. 1-6 hr. PR: Upper-division and graduate standing.

282. *Engineering Acoustics*. 3 hr. PR: MATH 18 or consent. Theory of sound propagation and transmission. Important industrial noise sources and sound measurement equipment. Noise criteria and control methods. Assessment of noise abatement technology. Laboratory studies and case histories.

284. *Applied Feedback Control*. 3 hr. PR: MAE 122 or consent. Application of automatic control theory. Transfer functions and block diagrams for linear physical systems. Proportional, integral, and derivative controllers. Transient and frequency response using Laplace transformation. 3 hr. lec.

285. *Thesis*. 2-6 hr. PR: Senior standing and consent.

286. *Design of Robotic Systems*. 3 hr. PR: MAE 113 or consent. Mechanical automation design associated with robotic systems, including economic justification and ethics. Geometric choices and controller specifications for programmable manipulators. Workstation strategies such as CNC and CIM for computer-based flexible manufacturing.

290. *Seminar*. 1-6 hr. PR: Junior, senior, or graduate standing, and consent.

291. *Introduction to Research*. 1-3 hr. PR: Senior standing and consent. Methods of organizing theoretical and experimental research. Formulation of problems, project planning, and research proposal preparation.

292. *Research Problems*. 2-6 hr. PR: MAE 291 or consent. Performance of the research project as proposed in MAE 291. Project results are given in written technical reports with conclusions and recommendations.

294. *Special Topics*. 1-6 hr. PR: Junior, senior, or graduate standing, and consent.

299. *Special Problems*. 1-6 hr. PR: Consent.

300. *Seminar*. Credit. Attendance required of all aerospace graduate students at scheduled seminars.

301. *Advanced Engineering Acoustics*. 3 hr. PR: MAE 282 or consent. Study of complex sound generation and the propagation, transmission, reflection, and absorption of airborne and structure-borne sound. Coupling of sound and vibration in structures. Acoustical behavior and characteristics of materials, aeroacoustics, and acoustics of combustion systems.

305. *Analytical Methods in Engineering 1*. 3 hr. PR: Consent. Index notation for determinants, matrices, and quadratic forms; linear vector spaces, linear operators including differential operators; calculus of variations, eigenvalue problems, and boundary value problems.

306. *Analytical Methods in Engineering 2*. 3 hr. PR: MAE 305 or at least two semesters of advanced calculus. Intended for advanced graduate students interested in modern analysis for engineering applications.

307. *Nonlinear Analysis in Engineering*. 3 hr. PR: Consent. Special topics in nonlinear analysis of various types of engineering systems. Various numerical, approximate, and analytical techniques chosen to suit the needs and interests of advanced graduate students.

310. *Advanced Mechanics of Materials 2*. 3 hr. PR: MAE 320 or consent. Mechanics of composite materials: anisotropic stress-strain relations and property characterization, lamina behavior, general laminate analysis, environmental effects. 3 hr. lec.

311. *Advanced Mechanics of Materials*. 3 hr. PR: Consent. Shear flow and shear center, curved beams; unsymmetric bending, energy methods in structural analysis; theories of failure; instability of structures; beams on elastic foundation.

312. *Inelastic Behavior of Engineering Materials*. 3 hr. PR: MAE 41, 42, 43, and consent. Characterization and modeling of typical engineering materials, elastic, viscoelastic, and plastic materials, design considerations.

315. *Fluid Flow Measurements*. 3 hr. PR: MAE 117 or consent. Principles and measurements of static and dynamic pressures and temperatures, velocity, and Mach number and forces. Optical techniques and photography. Design of experiments. Review of selected papers from the literature. 2 hr. lec., 3 hr. lab.

316. *Energy Methods in Applied Mechanics*. 3 hr. PR: Consent. Variational principles of mechanics and applications to engineering problems; principles of virtual displacements, minimum potential energy, and complementary energy. Castigliano's theorem. Hamilton's principle. Applications to theory of plates, shells, and stability. 3 hr. lec.

318. *Continuum Mechanics*. 3 hr. PR: MAE 41, 42, 43. Basic laws of physical behavior of continuous media. Analysis of stress; equations of motion and boundary conditions, kinematic analysis; rates of strain, dilation and rotation; bulk time, rates of change, constitutive equations with special attention to elastic bodies and ideal fluids; energy equations and the first law of thermodynamics. 3 hr. lec.

320. *Theory of Elasticity 1*. 3 hr. Cartesian tensors; equations of classical elasticity, energy, minimum, and uniqueness theorems for the first and second boundary value problems; St. Venant principle; extension, torsion, and bending problems. 3 hr. lec.

322. *Advanced Vibrations 1*. 3 hr. PR: MAE 122 or consent. Dynamic analysis of multiple degree of freedom discrete vibrating systems. Lagrangian formulation, matrix and numerical methods, impact and mechanical transients. 3 hr. lab.

325. *Experimental Stress Analysis*. 3 hr. PR: MAE 43. Classical photoelasticity, brittle lacquers, birefringent coatings, strain gage techniques and instrumentation, as applied to problems involving static stress distributions. 2 hr. lec., 3 hr. lab.

330. *Instrumentation in Engineering 1*. 3 hr. PR: Consent. Theory of measuring systems, emphasizing measurement of rapidly changing force, pressure, strain, temperature, vibration, etc. Available instruments, methods of noise elimination, types of recording studied. Of special value to students in experimental research. 2 hr. lec., 3 hr. lab.

333. *Advanced Machine Design*. 3 hr. PR: MAE 135 or consent. Design for extreme environments, material selection, lubrication and wear, dynamic loads on cams, gears, and bearings, balancing of multiengines and rotors, electromechanical components.

335. *Advanced Kinematics of Mechanisms*. 3 hr. PR: MAE 210 or consent. Analytical synthesis of mechanisms with up to five accuracy points; Burmester curve theory and path curvature theory; force and moment balancing of mechanisms; computer-aided dynamic analysis of mechanisms and inverse dynamic analysis.

340. *Advanced Thermodynamics 1*. 3 hr. PR: MAE 141 or consent. First and second laws of thermodynamics with emphasis on the concept of entropy production. Application to a variety of nonsteady open systems, thermodynamics of multiphase, multicomponent and reacting systems. Criteria for equilibrium and stability.

342. *Advanced Thermodynamics 2*. 3 hr. PR: MAE 340 or consent. Continuation of topics related to reactive systems. Adiabatic flame temperatures, reaction kinetics, conservation of species equations, flame propagation and detonation.

344. *Statistical Thermodynamics*. 3 hr. PR: MAE 340 or consent. Microscopic thermodynamics for Boltzmann, Bose-Einstein, and Fermi-Dirac statistics. Schrodinger wave equation, partition functions for gases and solids.

348. *Heat Transfer*. 3 hr. PR: Undergraduate course in heat transfer or consent. (Primarily for mechanical and aerospace engineering students.) Topics include one-, two-, and three-dimensional thermal conduction involved in mechanical processes both for constant and time varying temperature fields, free and forced convection in heat exchangers, heat power equipment and aircraft and radiative heat transfer between surfaces and absorbing media as found in furnaces, industrial processes, and aerospace applications.

350. *Conduction Heat Transfer*. 3 hr. PR: MAE 158 or consent. Analytical, numerical, graphical, and analog solutions of steady and non-steady heat conduction problems in isotropic solids. Thermal properties, extended surfaces, thermal stress, interphase conduction with moving interface, socialized and distributed sources.

352. *Intermediate Dynamics*. 3 hr. PR: MAE 42. Newtonian and Lagrangian mechanics. Dynamics of discrete systems and rigid bodies analyzed utilizing Newtonian and Lagrangian formulations.

353. *Advanced Dynamics 1*. 3 hr. PR: MAE 352 or consent. Analytical mechanics. Stability of autonomous and nonautonomous systems considered and analytical solutions by perturbation techniques introduced. Hamilton-Jacobi equations developed. Problems involving spacecraft, gyroscopes, and celestial mechanics studied.

354. *Convection Heat Transfer*. 3 hr. PR: MAE 158 or consent. Laminar and turbulent flows. Analytical, numerical, and analogical solution. Selected study of current research.

355. *Radiation Heat Transfer*. 3 hr. PR: MAE 158 or consent. Classical derivation of black body radiation laws; gray body and non-gray analysis; radiant properties of materials, radiant transport analysis, specular-diffuse networks, gas radiation, thermal radiation measurements; analytical, numerical solutions, and study of selected publications. 3 hr. lec.

360. *Fluid Mechanics 1*. 3 hr. PR: MAE 114 or equiv. Advanced dynamics and thermodynamics of fluids. Basic laws of conservation of mass and momentum in differential, vector, and integral forms. Application to internal flows, fluid machinery, and structures.

364. *Turbomachinery*. 3 hr. PR: MAE 140 or consent. Flow problems encountered in design of water, gas, and steam turbines, centrifugal and axial flow pumps and compressors, design parameters.

380. *Special Problems*. 2-4 hr. Consent of department chairperson. For graduate students in the non-research program. The student will select a specialized field and follow a course of study in that field under the supervision of a counselor.

384. *Feedback Control in Mechanical Engineering*. 3 hr. PR: MAE 284 or consent. Control analysis of hydraulic and pneumatic closed-loop systems including spool valves, flapper valves, pumps, servomotors, and electrohydraulic servomechanisms. Investigation of nonlinearities by phase plane, Liapunov, and describing function techniques. Programming for analog and digital computer simulation. Introduction to fluidic elements and logic circuits.

386. *Robot Mechanics and Control*. 3 hr. Kinematic and dynamic behavior of industrial robot manipulators; formulation of equations of motion for link joint space and end effector Cartesian space; path planning and trajectory motion control schemes.

394. *Special Topics*. 1-6 hr. PR: Senior or graduate standing.

397. *Master's Degree Research*. 1-12 hr. PR: Graduate standing.

399. *Special Problems*. 1-6 hr. PR: Senior or graduate standing.

411. *Dynamics of Viscous Fluids*. 3 hr. PR: Consent. Exact solutions of the Navier-Stokes equations. Laminar incompressible and compressible boundary layer theory, similarity solutions, and integral methods. 3 hr. lec.

412. *Fundamentals of Turbulent Flow*. 3 hr. PR: MAE 411 or consent. Basic experimental data. Application of semi-empirical theories to pipe, jet and boundary layer flow. Turbulent heat and mass transfer. Statistical theory of turbulence and recent applications. 3 hr. lec.

413. *Dynamics of Real Gases*. 3 hr. PR: MAE 411 or consent. Fundamentals of multicomponent, chemically reacting, gas flows; thermodynamic properties of equilibrium mixtures from statistical mechanics; chemical kinetics; effects of the chemical model on high-temperature, high-speed flow properties.

414. *Theory of Elastic Stability*. 3 hr. PR: Consent. Stability of discrete mechanical systems, energy theorems, buckling of beams, beam columns, and frames, torsional buckling, buckling of plates and shells, special topics.

419. *Topics in Fluids and Solids*. 3 hr. PR: Consent. Finite elasticity and viscoelasticity, non-Newtonian fluids, nonlinear constitutive theories, special topics in solids and fluids.

421. *Theory of Elasticity 2*. 3 hr. PR: MAE 320 (or MAE 310 and consent). Complex variable methods, stress couples, nonlinear elasticity, numerical methods, potential methods, boundary value problems, various special topics. 3 hr. lec.

422. *Advanced Vibrations 2*. 3 hr. PR: MAE 222, MAE 322 or consent. Dynamic analysis of continuous media. Vibration and wave motion analysis of strings, elastic bars, beams, plates and fluid columns. Earthquake wave propagation.

424. *Theory of Plates and Shells*. 3 hr. PR: MAE 310. Cylindrical bending, theory of rectangular and circular plates, membrane shells of revolution, shells with bending stiffness, dynamic response of plates and shells, numerical applications.

425. *Perfect Fluid Theory*. 3 hr. PR: Consent. Conformal mapping including Schwarz-Christoffel and Joukowski transformations. Inviscid flows over airfoils, spheres, cones, wedges, and bodies of revolution. 3 hr. lec.

428. *Photomechanics*. 3 hr. PR: MAE 200, 325. Theory of optics, birefringence, stress-optic law, polariscope, compensation. Techniques of model making, photography, polariscope use. Photoelastic coating methods and use of various reflective polariscopes. Data interpretation by various methods including principal stress separation by shear difference, oblique incidence and graphical integration. 2 hr. rec., 3 hr. lab.

431. *Instrumentation in Engineering 2*. 3 hr. PR: MAE 330. Continuation of MAE 330 with emphasis on transducers for static and dynamic measurement and their use in practical measuring systems. 3 hr. rec.

435. *Gas Dynamics 1*. 3 hr. PR: MAE 112 or consent. Nonsteady gas dynamics and shock tube theory. Shock tubes in aerospace research. Compressible flow theory in subsonic, transonic, and supersonic regimes. 3 hr. lec.

440. *Irreversible Thermodynamics 1*. 3 hr. PR: MAE 340 or consent. Phenomenological treatment of the laws of dynamics and thermodynamics for irreversible processes in continuous media. Linear laws for combined irreversible phenomena including viscous dissipation, heat conduction, diffusion, chemical reactions and electric and magnetic effects, are developed taking into account Curie's principle and the Onsager relations. The principle of the minimum rate of creation of entropy is extended to establish criteria for the stability of stationary states. Tensor and variational methods are employed.

441. *Irreversible Thermodynamics 2*. 3 hr. PR: MAE 440. Continuation of MAE 440 with emphasis on selected topics from such applications as thermoelectricity, anisotropic heat conduction, stability of fluid motion, thermal diffusion and separation, viscochemical drag, electrochemical cells, and other coupled phenomena of physical or biological interests.

442. *Advanced Flight Mechanics*. 3 hr. PR: MAE 112, 142. Dynamic stability. Obtaining flight characteristics of the vehicle from dynamic flight test techniques such as frequency response, and transient response methods. Problems of automatic control. 3 hr. lec.

445. *Hydrodynamic Stability Theory*. 3 hr. PR: MAE 411 or MAE 425 or consent. Response of flow field to disturbances; classical instability mechanisms; inviscid centrifugal instabilities; inviscid parallel shear flow stability; viscous boundary layer stability, the Orr-Sommerfield equation; Rayleigh-Benard flow; introduction to nonlinear stability theory.

450. *Fundamentals of Combustion*. 3 hr. PR: MAE 112 or consent. Kinetic theory, transport phenomena, chemical equilibrium and reaction kinetics. Flames, their gross properties, structure and gas dynamics. Solid and liquid propellant combustion. 3 hr. lec.

454. *Advanced Dynamics 2*. 3 hr. PR: Consent. Advanced study in dynamics. Topics covered are either nonlinear vibration, advanced control theory, or stability theory depending on student demand.

- 461. *Fluid Mechanics 2.* 3 hr. PR: MAE 360 or equiv. Statistical nature of turbulence, correlation functions, and Fourier representations. Kinematics of isotropic and nonisotropic turbulent flows. Experimental methods. Application to dynamic loading on structures, diffusion and dispersion of contaminants by turbulent fields and heat and mass transfer.
- 491. *Advanced Study.* 1-6 hr. PR: Consent. Advanced study in areas not covered by formal courses.
- 492. *Seminar: Engineering Education.* 1-6 hr. PR: Consent. Studies and group discussion of selected problems in engineering education. Emphasis on application of educational principles to specific areas in engineering education.
- 493. *Seminar: Bioengineering.* 1-6 hr. PR: Consent. An exposition of contemporary topics in bioengineering. Topics include advancements in biomedical instrumentation, prosthetics, cardiovascular research, biological controls, biomechanics, neurophysiological research, human factors and anthropometrics.
- 494. *Seminar.* 1-6 hr. PR: Consent. Discussion, library readings, and individual study reports in the mechanical and aerospace engineering fields.
- 497. *Research.* 1-15 hr. PR: Graduate standing. Ph.D. dissertation research.
- 499. *Graduate Colloquium.* 1-6 hr. PR: Consent. For graduate students not seeking course work credit but who wish to meet residence requirements, use University facilities, and participate in its academic and cultural programs.

Occupational Health and Safety Engineering

Terrence J. Stobbe, CIH, CSP; Coordinator of the Program
 Warren Myers, CIH; Assistant Coordinator
 529 Engineering Sciences Building
Occupational Health and Safety Engineering area of emphasis available for: Master of Science

The three disciplines that form the basis of occupational health and safety are industrial hygiene, industrial safety, and ergonomics. The occupational health and safety engineering program blends essential information from these underlying disciplines to provide master's level students with the broad background necessary to be effective in today's complex occupational health and safety environment, while still giving students the opportunity to emphasize one area.

Occupational health and safety looks to no specific discipline for problem solution. Rather, it integrates the content of a broad variety of scientific and technical areas to produce technically sound and economically feasible solutions to safety and health problems in the workplace. Thus, no specific undergraduate degree is required for admission to the program. Instead, a minimum of 60 credit hours of approved science, mathematics, and other technical courses are required. Of these, at least 15 must be junior or senior level. Admission preference is given to students with degrees in engineering, a physical science, or mathematics. A grade-point average of at least 3.0 is required in previous coursework. GRE scores will be considered in the admission decision.

Prerequisite Coursework

GPA

Admission

The following are considered pre- or co-requisite courses: one semester of statistics, two semesters of chemistry, two semesters of physics, and one semester of computer programming. On an individual basis, the faculty may identify additional pre- or co-requisite coursework. Applicants will be advised about their specific requirements at the time of admission. Applicants not meeting all of the listed requirements may be considered for admission as provisional students.

**Thesis/
Problem
Report**

The degree requirements include completion of a minimum of 36 credit hours, a final grade-point average of at least 3.0, and completion of a three-hour problem report or a six-hour thesis.

**Program
of Study**

The typical plan of study is as follows:

Fall

Fall IE 260 *Human Factors Engineering*
IE 261 *System Safety Engineering I*
IE 361 *Industrial Hygiene Engineering*
OHSE 321 *Epidemiology*
Environmental Elective
Occupational Health and Safety Seminar

Spring

Spring IE 364 *Industrial Ergonomics*
OHSE 325 *IH Sampling and Analysis*
PCOL 362 *Occupational Toxicology*
IE 480 *[Fire Protection Engineering]*
OHS/Occupational Medicine elective

Summer

OHSE 326 *Safety and Health Measurement and Instrumentation*
OHSE 328 *Noise and Ventilation Control Technology*

Typical Electives

Electives CE 245, 251, 290, 349, 350, 480
IE 214, 314, 325, 340, 360, 368
MAE 28 *Engineering Acoustics*
MAE 330 *Instrumentation Engineering*
CHE 260 *Chemical Process Safety*
MANG 216 *Personnel Management*
STAT 312 *Statistical Methods 2*
CCMD 350 *Radiation Safety in Isotope Usage*
CMED 491 *Advanced Study*

Electives should be selected to enhance a student's overall professional/technical capability. They should be selected based on the student's interests and prior background. They must be approved by the student's faculty advisor. Generally, they will come from environmental engineering, safety engineering, industrial hygiene, or occupational medicine.

Occupational Health and Safety Engineering (OHSE)

320. *Foundations of Environmental Health Practice*. I, II, S. 4 hr. PR: Consent. Designed to enable the environmentalist to recognize and identify environmental stresses and the effect of these stresses on man. Topics include occupational health, physical stress, safety, and basic and broad principles of toxicology.

321. *Epidemiology: Principles and Practices*. I, II, S. 3 hr. PR: STAT 311 or equiv. Principles and methods of epidemiology with emphasis on descriptive and analytical epidemiological methods.

325. *Industrial Hygiene Sampling and Analysis*. II, 3 hr. PR: I E 361 and consent. Calibration and use of sampling and analytical equipment used by industrial hygienists to evaluate the work environment. Advantages and disadvantages of different equipment under various conditions. Biological monitoring as an evaluation tool.

326. *Safety and Health Measurement and Instrumentation*. S. 3 hr. PR: Consent. Practical experience in setting up industrial hygiene field studies, air sampling, and analysis. Practical experience with safety equipment and instrumentation used in the field and in research. Field trips and case studies exposing students to a variety of industrial processes.

328. *Noise and Ventilation Control Technology*. S. 3 hr. PR: I E 361 or consent. The course will demonstrate techniques for the recognition, evaluation, and control of noise and ventilation problems. Students will use monitoring equipment to evaluate situations and perform several design projects.

380. *Internship*. I, II, S. 3-6 hr. (May be repeated.) PR: Consent of committee chairperson and department chairperson. Professional internship providing on-the-job training under supervision of a previously approved environmentalist in settings appropriate to professional objectives.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

497. *Research*. I, II, S. 1-6 hr.

College of Human Resources and Education

Jane H. Applegate, Ph.D., Dean

Ernest R. Goeres, Ph.D., Associate Dean for Research and Development

Richard D. Hawthorne, Ph.D., Associate Dean for Academic Affairs

Katherine C. Lovell, Ph.D., Assistant Dean for Student Affairs and Evaluation

John O. Andes, Ed.D., Coordinator, Off-Campus Programs and Graduate Services

The College of Human Resources and Education, located in Allen Hall on the Evansdale Campus, offers studies in counseling, counseling psychology, rehabilitation counseling, special education, speech pathology and audiology, curriculum and instruction, education administration, elementary education, reading, secondary education, education foundations, educational psychology, and technology education. Disciplines in the College are devoted to the study and development of human talent and resources in the school, family, and community. Instruction, research, and extended service are carried out in close cooperation with related departments and units of the university.

Students in the competency-based doctor of education (Ed.D.) program may elect an area of emphasis in counseling psychology, curriculum and instruction, education administration, educational psychology, reading, special education, or technology education. Specific information about doctoral studies in these emphasis areas is listed in the program description area of the catalog.

Master's degree programs are offered in counseling, rehabilitation counseling, speech pathology and audiology, education administration, educational psychology, elementary education, reading, secondary education, special education, and technology education.

If you would like additional information about the graduate programs in the College of Human Resources and Education, contact the chairperson of the department most relevant to your program interests.

Admission, curriculum, and degree requirements of the various degree programs of the College of Human Resources and Education are provided in each program section in this catalog. It is the responsibility of the student to take steps to insure that he or she is properly informed of the degree requirements and/or the certification standards being sought. Since certification requirements are changed from time by the state, the fulfillment of certification requirements as presented in this catalog can not guarantee compliance with current requirements. Students are therefore encouraged to seek the counsel of members of the faculty, their advisers, and the college certification officer on matters pertaining to degree and certification requirements.

All applicants for admission to the doctoral program in the College of Human Resources and Education must submit their scores on the aptitude test of the Graduate Record Examination and/or the Miller Analogies Test, three letters of recommendation, a current vita, a statement of long-range and short-range goals, and their reasons for selecting WVU as the institution for matriculation. Applicants to HRE must comply with the general University graduate study regulations. Personal interviews are required by several programs. Additional information may be required by the faculty of a specific area of emphasis prior to program admission.

Student Responsibility

West Virginia Certification

Ed.D. Admission Requirements

After admission to a specific program, the student, in consultation with the adviser, selects a chairperson and four committee members to serve as his or her doctoral committee. This committee must be approved by the department chair, and the dean of the college. The doctoral committee must meet the following minimum standards:

Committee Formation

- The doctoral committee must be composed of a minimum of five members, the majority of whom must be regular members of the graduate faculty.

- The student's major adviser must be from the student's major program area and must be a regular member of the graduate faculty. No more than two other members of the doctoral committee may be from the student's major program area of study.

- At least two members of the doctoral committee must be from the student's major program area of study.

- At least one member of the doctoral committee must be from the student's minor program area of study.

- The doctoral committee must include at least one member from outside the student's program area, and that individual must have knowledge and insights relevant to the student's program of study.

- No more than one member of the doctoral committee may be a non-member of the graduate faculty.

- At least three members of the doctoral committee must be members of the graduate faculty of the College of Human Resources and Education.

The final determination of the program of course work and research is the responsibility of the student's doctoral committee. The doctor of education degree is not awarded on the basis of the completion of any set number of credits, but is awarded on the basis of demonstrated academic achievement and scholarly competence. Seventy-two semester hours of relevant graduate work, excluding dissertation credit, but including credits of relevant graduate work completed at the master's degree level, constitutes the minimum course work acceptable. The doctoral program must include course work in three areas: major, minor, and foundations, and the program requirements in each area must be met.

Curriculum

The purposes of the admission to candidacy examination are to assess the quality of the student's academic achievement, to review the student's program of course work, to approve a proposed outline of dissertation research, and to admit the student to formal candidacy for the doctoral degree.

Candidacy

The student and the committee at the time of program planning will identify competencies to be developed and how they will be assessed. These will be stated in the student's individual program. The doctoral student and his or her permanent committee will determine when the student is ready for assessment of competencies. The examination will be prepared and assessed by the student's doctoral committee and will address all work in the written doctoral program of the student. The chairperson will notify the student and the student records office, who will notify all appropriate University and college offices of the outcome. Upon successful completion of the admission to candidacy examination, and the acceptance by the committee of the dissertation prospectus, the student will be admitted to formal candidacy for the doctoral degree.

The candidate must submit and justify a prospectus for a doctoral dissertation as a portion of the admission to candidacy examination. The doctoral committee must review and *approve, approve with change, or reject*

Prospectus

the out-line or prospectus. The student must consult with all members of the doctoral committee and with other appropriate members of the University faculty during the dissertation phase of the program.

**Final
Oral
Examination**

The student will be admitted to the final oral examination upon completion of the dissertation and after fulfilling all other requirements set by the committee. The examination will be conducted by the student's doctoral committee and the publicized meeting will be open to all members of the University faculty. If the student receives more than one unfavorable vote from the doctoral committee, the candidate will not be recommended for the doctoral degree.

**Time
Limitation**

If the student should fail to complete an approved dissertation within five years after being admitted to candidacy, he or she must repeat the admission to candidacy examination and any other requirements specified by the student's doctoral committee. A student must satisfactorily complete a minimum of nine semester hours of approved graduate credit in each of two consecutive terms in residence.

**Master's
Programs**

All graduate students are admitted in one of the three University classifications and are responsible for making a formal request for change of status.

Three options are generally available in HR&E master's programs; the student should refer to the specific program to determine the option that applies.

**Curriculum
Options**

A. At least 30 semester hours of course work, including six semester hours of research.

B. At least 30 semester hours of course work, including three semester hours of research, selected in conference with the candidate's committee, directed by the adviser, with final approval by the committee, and 27 semester hours of course work.

C. At least 36 semester hours of approved course work.

**Master's
Requirements**

- The student must comply with specific graduate requirements of the University, the College of Human Resources and Education, and the program.

- All students will be assigned an adviser. Two additional faculty members will be assigned to serve as the remainder of the three-member master's committee.

GPA

- No student may be awarded a master's degree unless the student has a minimum grade-point average of 3.0 on all work taken for the graduate degree. (A grade of less than C does not carry credit toward a graduate degree, but counts in determining the grade-point average.)

- No student will be permitted to repeat a required graduate course more than once.

Examinations

- Many programs require the comprehensive examination in options A, B, and C above. The candidate's committee will determine whether the examination will be oral or written or both. Within the first two weeks of the semester in which the student intends to take the final master's degree examination, he or she must submit to the appropriate department chair an application to take the examination. A student must have completed a minimum of 27 semester hours of approved course work before taking the comprehensive examination. In addition, a student must have achieved a 3.0 grade-point average of all work taken for graduate credit before applying to take the comprehensive examination.

**Second
Examination**

A candidate who fails the final master's degree examination may, upon written consent of the student's advisory committee, be given a second examination not earlier than the following session or semester. A candidate who fails the second examination and desires a third opportunity to complete

program requirements may meet, at the committee's discretion, to determine remediation recommendation before the third and final attempt at the examination. The third examination may be given no earlier than one calendar year from the second examination. If the student fails the third comprehensive examination, the student will be removed from the degree program.

All requirements must be completed within eight years immediately preceding the awarding of the degree. Time

Students who fail to meet the specific requirements of the sections dealing with admission, grade-point average, course repeats, transfer credits, comprehensive examinations, or special written requirements specified by the program will not be admitted to or will be terminated from the degree program. Students not admitted to or terminated from a degree program may apply in writing for classification as a non-degree graduate student to the appropriate department chair or the Office of Student Advising and Records of the College of Human Resources and Education, (P.O. Box 6122, Morgantown, WV 26506-6122.) Non-degree classification would allow the student to take course work for certificate renewal, certification, or personal interest; this course work is not applicable for a degree in the program. Termination

Students may obtain additional information about a particular graduate program by writing to the coordinator of that program or by writing the Dean, College of Human Resources and Education, West Virginia University, P.O. Box 6122, Morgantown, WV 26506-6122.

Graduate Programs

Education	Ed.D.
Counseling	M.A.
Education Administration	M.A.
Educational Psychology	M.A.
Elementary Education	M.A.
Reading	M.A.
Rehabilitation Counseling	M.S.
Secondary Education	M.A.
Special Education	M.A.
Speech Pathology and Audiology	M.S.
Technology Education	M.A.

Graduate Faculty

- † Indicates regular member of graduate faculty
- * Indicates associate member of graduate faculty

Counseling, Rehabilitation Counseling, and Counseling Psychology Professors

- †L. Sherilyn Cormier, Ph.D. (Purdue U.). Counseling Psychology, Counseling psychology training and clinical supervision models. Advanced psychotherapeutic techniques
- *James DeLo, Ph.D. (U. Pitt.). Counseling, Coordinator, off-campus counseling programs, field work coordinator, adult development.
- †Ranjit K. Majumder, Ph.D. (U. Okla.). Rehabilitation Psychology, Rehabilitation counseling.
- †Robert P. Marinelli, Ed.D. (Penn. St. U.). Coordinator, Master's Degree Program in Rehabilitation counseling, Rehabilitation counseling and psychology, vocational counseling and psychology.
- †Robert L. Masson, Ed.D. (SUNY). Rehabilitation. Group counseling.

- [†]Jeffrey K. Messing, Ed.D. (Syracuse U.). Department of Counseling, Rehabilitation and Counseling Psychology Chairperson, Counseling Psychology, vocational psychology, consulting models, program design, conflict resolution and mediation.
- [†]David J. Srebalus, Ed.D. (Ind. U.). Counseling Psychology. Vocational psychology, career counseling, counseling and psychotherapy theories.
- [†]Roy H. Tunick, Ed.D. (U. N. Colorado). Rehabilitation, Rehabilitation psychology, counseling psychology, psychological and vocational assessment, vocational psychology, rehabilitation psychology of disability, mental health rehabilitation.
- [†]Michael T. Yura, Ph.D. (Ohio St. U.). Counseling. Child play therapy, Handicapped children, Vocational development.

Associate Professors

- *Kathryn B. Greever, Ed.D. (WVU). Rehabilitation. Grant development.
- [†]Edward E. Jacobs, Ph.D. (Fla. St. U.). Counseling, Creative counseling, group counseling, marriage and family.

Assistant Professor

- *Elizabeth Iglesias, Ed.D. (Penn. St. U.). Cross-cultural counseling and gender issues, career counseling.

Curriculum and Instruction

Professors

- [†]Jane H. Applegate, Ph.D. (Ohio St. U.). Dean. Teacher education.
- *John L. Carline, Ph.D. (Syracuse U.). Curriculum, Teacher behavior, Interpersonal relations.
- J. William Douglas, Ph.D. (Ohio St. U.). Management theory, History and philosophy of sport.
- Marilyn Fairbanks, Ed.D. (WVU). *Emeritus*.
- [†]Richard D. Hawthorne, Ph.D. (U. Wisc.). Associate Dean. Academic Affairs, Curriculum development, Professional development, School reform.
- [†]Boyd D. Holtan, Ed.D. (U. Illinois). Mathematics education, Instructional strategies, Micro-computer education.
- [†]Ronald V. Iannone, Ed.D. (Syracuse U.). Creative drama, Aesthetic education, Alternative education.
- Robert L. Kurucz, Ph.D. (Ohio St. U.). Adjunct. Sport and exercise study, Exercise physiology.
- Layle D. Lawrence, Ph.D. (LSU). Adjunct. Secondary agricultural education, Youth organization, Extension education.
- [†]Roy A. Moxley, Ph.D. (U. Mich.). Early childhood education, Early literacy, Educational technology.
- *C. Kenneth Murray, Ph.D. (Ohio St. U.). Social studies education, Economic education, teacher education.
- [†]Patricia A. Obenauf, Ed.D. (U. Va.). Curriculum development, Science education, Conceptual models.
- [†]W. Michael Reed, Ed.D. (VPI & SU). Director, Microcomputer Lab, English education, Hypermedia, Software development.
- [†]R. Jerrald Shive, Ed.D. (U. Illinois). Chairperson, Curriculum, Foundations of education, Social studies education, equity in education.
- [†]Patricia K. Smith, Ed.D. (WVU). Recreational reading, Clinical reading, Language arts.
- [†]Charles Wales, Ph.D. (Purdue U.). Adjunct. Thinking skills, Decision making and guided design.

Associate Professors

- *W. Scott Bower, Ph.D. (Ohio St. U.). Teaching strategies, Curriculum development, Teacher effectiveness.

- †Ardeth M. Deay, Ph.D. (Cornell U.). Classroom organization and management, Rural women in education, Peace education.
- *Stacy A. Gartin, Ph.D. (Ohio St. U.). Adult agricultural education, Communications, Leadership development.
- †Jeanne Gerlach, Ed.D. (WVU). English education, Writing as learning, Collaborative writing.
- †Mary E. Haas, Ed.D. (Ind. U.). Social studies education, Geographic education, Global education.
- †Perry D. Phillips, Ed.D. (WVU). Social studies education, Teacher education.
- †Steven D. Rinehart, Ed.D. (WVU). Reading education, Language arts, Teacher education.
- †Randall L. Wiesenmayer, Ph.D. (Penn. St. U.). Science education, Science/technology/society (STS) education, Environmental education.

Assistant Professors

- †Mary Alice Barksdale-Ladd, Ed.D. (VPI & SU). Reading education, Reading anxiety, Cognition.
- Michael A. Caruso, M.A. (WVU). Teacher education certification.
- *Nancy Hoffman, Ed.D. (Penn. St. U.). Supervision, Staff development, Effective teaching.
- *Rhonda S. Johnson, Ph.D. (U. Pitt.). Secondary reading, Assessment and remediation, Teacher education.
- Barbara Mertins, M.S.L.S. (Syracuse U.). Bibliographic instruction, Children's literature, School librarianship.
- Kerry S. Odell, Ph.D. (Ohio St. U.). Adjunct. Research methodology, Microcomputer applications, Teaching methods.
- †Joy F. Saab, Ed.D. (WVU). Early childhood, Creative arts, Foxfire.
- †Judy A. Werner, Ph.D. (U. S. Carolina). Mathematics education, Teacher education.
- *Jody Messinger Wolfe, Ed.D. (WVU). Research. Social studies education, Curriculum, Teacher thinking, Teacher education.

Lecturer

- *Emma Swain, Ph.D. (Duke U.). Director, University Reading Lab. Remedial reading, Diagnostic services, Teacher education.

Education Administration

Professors

- †John Andes, Ed.D. (U. Fla.). Coordinator. Higher education law, Administration and leadership.
- †Ronald Childress, Ed.D. (U. Tenn.). Dean, UWV COGS. Instructional management.
- †Neil L. Gibbins, Ph.D. (Ohio St. U.). Marshall U. Staff personnel, School plant, Public school law.
- †Ernest R. Goeres, Ph.D. (U. Iowa). Associate Dean. Higher education finance, College business management, Economics of higher education.
- Harold I. Goodwin, Ph.D. (U. Calif.). Personnel, Collective bargaining, Complex organizations.
- †Richard A. Hartnett, Ed.D. (WVU). Chairperson. Comparative higher education, Administrative theory, Academic governance, Collective bargaining.
- †Paul A. Leary, Ph.D. (U. Mass.). UWV COGS. Public school administration.
- †H. Edward Lilley, Ph.D. (Tex. A & M). Educational facilities, School-community relations, Principalship.
- *Victor Lombardo, Ed.D. (U. of Missouri). UWV COGS. Learning disabilities.
- †James A. Martin, Ed.D. (U. Tenn.). Superintendency, Business management, School law.
- †Richard F. Meckley, Ph.D. (Ohio St. U.). Education and finance, School business administration.

- †Caroline Neal, Ed.D. (WVU). UWV COGS. Social foundations, Public school administration.
- †James Ranson, Ph.D. (Ohio St. U.). UWV COGS. Secondary education, Education research.
- †Edwin R. Smith, (WVU). Planning, Institutional.
- Ernel Stepp, Ed.D. (WVU). Marshall U. Administrative theory, Leadership, Computers.
- †Powell E. Toth, Ph.D. (Ohio St. U.). UWV COGS. Public school administration.
- *Carole A. Vickers, Ph.D. (Ohio St. U.). Marshall U. Home economics.
- †Jack E. Yeager, Ed.D. (VPI & SU). UWV COGS. Higher education law, Politics of education, Public school administration.
- †Ken M. Young, Ed.D. (VPI & SU). UMW COGS, School principalship, Public school administration.

Associate Professors

- *Daniel N. Adams, Ed.D. (WVU). Adjunct. Director, Mountainlair, Student personnel.
- *Steven R. Banks, Ed.D. (Tennessee). Marshall U. Job stress, Job burnout, L.D.
- †Robert Bickel, Ph.D. (Fla. St. U.). Marshall U. Education foundations.
- †Billy K. Gordon, Ed.D. (U. Ky.). Marshall U. Supervision, General school administration.
- *JoAnn Hall, Ed.D. (VPI & SU). UWV COGS. Supervision, Public school administration.
- †Helen M. Hazi, Ph.D. (U. Pitt.). Legal issues affecting instructional supervision.
- †Aimee A. Howley, Ed.D. (WVU). Marshall U. School reform and Supervision.
- *Richard Hunt, Ph.D. (Ohio St. U.). UWV COGS. Public school administration.
- *Linda Spatig, Ed.D. (U. Houston). Marshall U. Education foundations.
- †Michael Sullivan, Ed.D. (WVU). UWV COGS. Organization and administration.

Assistant Professors

- *Nell C. Bailey, Ed.D. (Ind. U.). Marshall U. Personnel administration, Higher education.
- Kenneth E. Kelly, Ed.D. (George Washington U.). Adjunct. Vice-President for Student Affairs, Fairmont State College. Student personnel.
- David P. McBreen, Ph.D. (Cornell U.). Higher and continuing education administration.
- *Clyde Sawyer, Ph.D. (UNC). UWV COGS. Curriculum and instruction, Science/education.
- *Thomas S. Sloane, Ph.D. (Ohio St. U.). Adjunct. Assistant Dean, Student Life. College student, Student development.
- F. David Wilkin, Ed.D. (Harvard). Marshall U. Higher education administration.

Education Foundations

Professors

- Franklin Parker, Ed.D. (G. Peabody TC). *Emeritus*.
- Mary I. Yeazell, Ed.D. (U. Illinois). *Emerita*.

Assistant Professors

- †Van O. Dempsey, III, Ph.D. (UNC). Sociology of education, Social foundations of education, Qualitative research methodology.
- †Samuel F. Stack, Jr., Ph.D. (USC). History, Philosophy and sociology of education, Educational theory.

Educational Psychology

Professors

- Benjamin H. Bailey, Ed.D. (U. Fla.). *Emeritus*.
- †Lawrence Fraley, Jr., Ed.D. (USC). Conceptual foundations of behaviorology, The science of human behavior applied to instructional development and teaching.
- John T. Grasso, Ph.D. (Ohio St. U.). Educational development, Research, Evaluation, Computers, Information systems.
- †Daniel E. Hursh, Ph.D. (U. Kans.). Developmental and child psychology, Instructional and environmental design, Language development.

- *Rogers McAvoy, Ph.D. (Ind. U.). Education, Learning, Instruction
- James C. McCroskey, Ed.D. (Penn. St. U.). Adjunct. Communication theory, instruction, avoidance, Organizational communication
- *Anne H. Nardi, Ph.D. (WVU). Chairperson. Developmental psychology, Problem solving, Adult learning.
- *John J. Paterson, Ed.D. (Mich. St. U.). Administrative and educational services, Educational statistics and measurement.
- *W. Michael Reed, Ed.D. (VPI & SU). Adjunct. Microcomputer research, Writing research, Cognition and writing.
- Virginia P. Richmond, Ph.D. (U. Nebr.). Adjunct. Instructional communication, Organizational and interpersonal communication, Communication apprehension.
- Meng Shu Tseng, Ed.D. (Ind. U.). *Emeritus*.
- *Ernest A. Vargas, Ph.D. (U. Pitt.). Behaviorology, Instructional design, Verbal behavior.
- *Julie S. Vargas, Ph.D. (U. Pitt.). Instructional design, Behavioral analysis, Microcomputers, Verbal behavior.
- *Richard T. Walls, Ph.D. (Penn. St. U.). Educational psychology, Human learning, Problem solving, Vocational rehabilitation.

Associate Professors

- *Floyd L. Stead, Ed.D. (WVU). Education, Educational measurement, evaluation, and research.

Assistant Professors

- Susan M. Rodman, Ed.D. (WVU). Adjunct. Computer and information systems, Statistical methods.
- *Floyd K. Russell, Ed.D. (WVU). Adjunct. Computer-based Instruction, Hypertext, Multimedia, Distance learning, Instructional design.

Special Education Professors

- *Thomas P. Lombardi, Ed.D. (U. Ariz.). Learning disabilities, Mental retardation.
- Gabriel A. Nardi, Ph.D. (U. Wisc.). Behavior disorders, Mental retardation.
- *Wilfred D. Wienke, Ed.D. (U. N. Colo.). Chairperson. Professional development, Mental retardation, Research.

Associate Professors

- *Edmund J. Coombe, Ed.D. (Temple U.). Mental retardation, Special education administration, Transition.
- *Barbara L. Ludlow, Ed.D. (WVU). Severe/profound handicaps, Clinical supervision, Early intervention.
- *Diane T. Woodrum, Ed.D. (WVU). Mental retardation, Behavioral disorders, Learning disabilities.

Assistant Professors

- *Gretchen Butera, Ph.D. (UC at Santa Barbara). Early intervention, Clinical Supervision
- Elizabeth Dooley, Ed.D. (WVU). Learning disabilities, Behavior disorders, minority concerns.
- *Gail E. Fitzgerald, Ed.D. (U. Iowa). Behavior disorders, Technology in special education.
- Luise B. Savage, Ed.D. (WVU). Gifted education, Clinical supervision

Instructor

- Cheryl L. Wienke, M.S. (U. N. Colo.). Clinical. Clinical supervision

Lecturers

- Beverly Bieniek, M.A. (WVU). Severe/profound handicaps, Clinical supervision
- Gia S. Deasy, M.A. (WVU). Behavior disorders, Clinical supervision
- Marjorie Geyer, M.S. (Clarion, PA). Severe/profound handicaps, Clinical supervision.
- Kevin A. Koury, M.A. (WVU). Learning disabilities, Clinical supervision
- *Judy Werner, M.A. (Newark). Gifted, Technology in special education.

Speech Pathology and Audiology

Professors

- †Carolyn P. Atkins, Ed.D. (WVU). Speech Pathology. Speech improvement, Clinical supervision.
- †Mary Ellen Tekieli Koay, Ph.D. (U. Okla.). Speech Pathology. Cleft palate, Neurophysiology, Neuropathologies, Clinical supervision.
- †Norman J. Lass, Ph.D. (Purdue U.). Speech Pathology. Speech perception, Speech acoustics.
- †Dennis M. Ruscello, Ph.D. (U. Ariz.). Chairperson. Speech Pathology. Phonogy, Craniofacial anomalies, Clinical supervision.
- †Kenneth O. St. Louis, Ph.D. (U. Minn.). Speech Pathology. Fluency, Voice, Clinical supervision.
- †Charles M. Woodford, Ph.D. (Syracuse U.). Audiology. Audiological evaluation, Industrial and environmental audiology, Clinical supervision.

Associate Professor

- †Conrad Lundeen, Ph.D. (U. Iowa). Audiology. Aural rehabilitation, Central auditory disorders, Clinical supervision.
- †Linda I. Shuster, Ph.D. (Ohio St. U.). Speech Pathology. Aphasia, Speech perception.

Assistant Professors

- Lynn R. Cartwright, Ed.D. (WVU). Speech Pathology. Parent involvement, Clinical supervision.
- Kate R. Franklin, Ph.D. (U. Nebraska). Speech Pathology. Public school programs, Augmentative communication.
- Karen Barr Haines, M.S. (WVU). Clinical. Speech Pathology. Augmentative communication, Clinical supervision.
- Robin R. Jones, M.S. (WVU). Audiology. Aural rehabilitation, Clinical supervision.
- Cheryl L. Prichard, M.S. (WVU). Speech Pathology. Public school clinical programs, Rural education, Clinical supervision.

Instructors

- Gayle Neldon, M.S. (WVU). Clinical. Audiology. Clinical Supervision.

Technology Education

Professors

- Paul W. DeVore, Ph.D. (Penn. St. U.). *Emeritus*.
- †David L. McCrory, Ph.D. (Case West. Res. U.). Chairperson. Curriculum studies/evaluation, Technology transfer, Professional development.
- †Edward C. Pytlik, Ph.D. (Iowa St. U.). Technology education, Production systems, International development.

Associate Professor

- †George R. Maughan, Jr., Ed.D. (WVU). Technology education, Communication/information systems, Microcomputers.
- *John Wells, Ph.D. (Virginia Tech.). Technology education, Biotechnical systems, Curriculum development.

Counseling

Jeffrey K. Messing, Department Chairperson
502 Allen Hall
P.O. Box 6122

Degree Offered: Master of Arts
Area of Emphasis for Doctor of Education is
Counseling Psychology

The Department of Counseling, Rehabilitation Counseling, and Counseling Psychology of the College of Human Resources and Education offers a master's program in counseling. The counseling M.A. program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Variations in the curriculum allow emphasis in school counseling and community agency/mental health counseling. All candidates for the master of arts in counseling enroll for a common departmental core during the first semester of study. Selection of an area for concentration is made at the beginning of the second semester; this area governs the choice of courses for the balance of the graduate program. All applicants must comply with University requirements, the College of Human Resources and Education requirements, and departmental requirements.

Students are encouraged to pursue their studies on a full-time basis; however, part-time students are accepted. Counseling programs are available for both full-time and part-time students. An active summer program is available for part-time students. There are no summer practicum or internship placements.

All students who are candidates for a master's in counseling are required to take the following core courses:

- COUN 301 *Counseling Techniques*
- COUN 305 *Theory and Practice of Human Appraisal*
- ED P 320 *Introduction to Educational Research*
- COUN 306 *Counseling Theories*
- COUN 308 *Organization of School Guidance Services**
- COUN 309 *Group Counseling Theory & Techniques*
- COUN 320 *Lifespan Career Counseling*
- COUN 322 *Community Counseling*
- COUN 330 *Counseling Children*
- COUN 332 *Counseling Adolescents and Adults*
- COUN 340 *Addictions Counseling*
- COUN 345 *Couples and Family Counseling***
- COUN 385 *Practicum*
- COUN 386 *Internship*
- Electives

* Courses required for school counselor certification only. A special school counselor certificate is available for individuals without a teaching background. The program includes an additional nine hours of course work.

** Courses required for agency/community counseling emphasis.

Please note: Doctoral level courses in counseling have the prefix CPSY

Applications for admission to the counseling program should be made to West Virginia University, Office of Admissions and Records. In addition to the admission requirements of the University and the College of Human Resources and Education, the Department of Counseling, Rehabilitation Counseling, and Counseling Psychology has the following admission requirements.

**Master
of
Arts
in
Counseling**

**Full Time
Part Time**

**Required
Counseling
Courses**

**Admission
Requirements**

- A baccalaureate degree with course work in appropriate areas;
- A minimum undergraduate grade-point average of 2.8, based on a 4.0 system;
- GRE scores—a recommended total score of 1,000;
- Three letters of reference;
- Completion of the application to the counseling program.

Interview

The initial screening decision is based upon this information. Successful applicants are then interviewed by program faculty. Final decisions about admission are based on both the requirements and the interview process. Of the two steps in the process, the grade-point average and interpersonal skills demonstrated during the interview have the greatest input into the admission decision process.

Application Process Step One

The West Virginia University Counseling Department's admission process is a two-step procedure. Step 1 is a review of paper credentials including references, department application (relevant major, general quality of application), work experience, GRE scores, and GPA.

Step Two

Step 2 is the department interview, which considers interpersonal style relevant to working as a counselor, communication skills, capacity for empathic understanding and communication, ability to articulate professional goals, goals congruent with department focus, knowledge and understanding of counseling, assessment of applicants' capacity to complete the counseling curriculum successfully.

Application deadline for summer and fall admission is March 15; deadline for spring admission is October 15.

Counseling provides a broad opportunity to work with children at the elementary-school level adolescents at the secondary-school level, and adults in community agencies. The school counselor is involved in personal counseling, career guidance, vocational and educational counseling, family counseling, and consultation on classroom problems with teachers and administrators. Counselors must be equipped to work with both individuals and groups. Much of the school counselor's work is carried out in classrooms with teachers and students. The school counselor also is active in working with community agencies.

Degree Requirements

Degree requirements include completion of the required counseling course work, including practicum and internship and program electives. A minimum of 48 hours of course work with a 3.0 grade-point average is required.

In addition to completing all course work and the practicum and internship satisfactorily, the candidate must demonstrate the ability to assume the responsibility required of a professional counselor and the personal characteristics and ethical standards essential to effective working relationships with others.

These personal characteristics are assessed during the clinical course work components of the program and during the field experience. Students who do not meet professional and clinical standards in these areas are provided feedback, and resources for remediation are recommended. In these cases, successful remediation is required as a prerequisite for successful program completion. Students who violate ACA ethical standards will be evaluated for possible dismissal from the program.

Community Counseling

In reviewing the curriculum available in counseling, the applicant will note that much of the course work provides the background applicable for employment in general community agency work. Some graduates who do not take employment directly in school settings find opportunities as counselors in the

fields of public welfare, mental health, drug and alcohol counseling, and corrections.

All students enrolled in the master of arts in counseling program are expected to attend continuing education/professional development training seminars. These seminars or workshops must be related to counseling. The counseling program will provide many of these activities. Students should check with their assigned adviser for seminar information.

Certification requirements in school counseling are the same as for the masters of arts in counseling, except as noted below.

- A minimum grade-point average of 3.0.
- Recommendation of the faculty.
- A valid professional teaching certificate at the level for which counseling and guidance endorsement is desired, or the completion of a nine-hour block of professional education course work and competency assessment in addition to the 48-hour master's degree program.
- Completion of the required pattern of certification courses. (Contact the department for this list.)
- Specialization area examination. Satisfactory performance is required for certification eligibility. This examination is administered under the auspices of the State Department of Education.

All applicants must comply with the graduate requirements of the College of Human Resources and Education and the program of counseling psychology. The program includes course work hours in addition to the College of Human Resources and Education requirements for the Ed.D. degree.

The area of specialization for the doctoral degree is oriented primarily toward training practitioners who have a substantial background in the philosophy and methods of psychology as a comprehensive science. Students are expected to work closely with faculty in doing research and in supervised therapy practice. Successful completion of the program requires core coursework in counseling psychology, as well as in clinical psychology, statistics and research, and supervised practice. The program is fully accredited by the American Psychological Association (APA).

The admission process is a two-stage procedure. Each spring, applications received by January 15th are reviewed for admission to the next academic year.

Applicants are screened based on written information and credentials provided to the admissions committee, including the following:

- Completion of a master's degree in an area related to counseling psychology.
- Graduate grade-point average of 3.5, verified by official transcripts of graduate course work.
- Three letters of recommendation to support applicant's competency in counseling, testing, research, and personal qualities of readiness for completion of a doctoral degree.
- A recommended total score of 1,000 on the Graduate Record Examination.
- At least two years of relevant work experience is desirable.

Those persons who are successful in the Stage I process are invited to campus for a personal interview with the program faculty. The personal interview is required for a final admission decision. The interview helps to determine the applicant's interpersonal and clinical skills, which are predictive

Certification Requirements For School Counselors in West Virginia

Counseling Psychology Option for Ed.D.

Admission Process Stage One

GRE

Stage Two

of success in graduate study, internship, and post-degree placement.

Announcements regarding admission are made on or before May 15. Materials received after January 15th are not reviewed until the following year, unless space is available.

Ed.D.

Candidacy

Students are accepted for study toward the Ed.D. degree upon admission into the programs. Requirements for doctoral candidacy are the following:

- Completion of prerequisite doctoral coursework with a 3.25 grade-point average;
- A written comprehensive examination of major areas in counseling psychology and research;
- Completion of an approved research prospectus.

Internship

After admission to candidacy, students are eligible to enroll in internship. The internship is a full-time academic or calendar year in an off-campus APA or accredited training site approved by the internship committee. After successful completion of the internship and the research dissertation, students

Dissertation

take a final oral examination regarding their dissertation research.

Counseling (COUN)

216. *Behavior Problems and the School*. II, 3 hr. A course primarily oriented toward assisting educators utilize current psychological principles related to classroom discipline, as well as academic and social adjustment.

283. *Workshop in Counseling and Guidance*. I, II, S. 1-12 hr. PR: Consent. To take care of credits for special workshops and short intensive limit courses on methods, supervision, and other special topics.

301. *Counseling Techniques*. I, II, S. 3 hr. PR: Consent. Development and application of basic counseling skills including interviewing, clinical observation, and a general orientation to counseling settings. Evaluation will be based on strengths and deficits in intra- and interpersonal skills and on demonstration of counseling skills in checkout situations. In-setting laboratory experience required.

305. *Theory and Practice of Human Appraisal*. I, II, S. 3 hr. An overview of standardized evaluation methods commonly utilized in educational and rehabilitation settings. Experience is provided in selection, administration, and interpretation of selected instruments.

306. *Counseling Theories*. II, S. 3 hr. PR: COUN 301 and consent. A study of counseling approaches commonly used in public schools, colleges, and rehabilitation agencies. Application of theory emphasized.

308. *Organization/Development: School Guidance Services*. I, S. 3 hr. PR: COUN 305, 306, 320, and consent. Design and conduct of a school needs assessment, development of an annual guidance program, and review of current professional legal issues.

309. *Group Counseling Theory and Techniques*. I, II, S. 3 hr. PR: COUN 306 and consent. Theories of group counseling and demonstrations of specific group techniques. Evaluation will be based on expertise in group facilitation.

320. *Lifespan Career Counseling*. II, S. 3 hr. PR: COUN 305. Principles and methods involved in career counseling with diverse populations. Emphasis on theories of career development and life-style planning, career choices, and life-long work adjustment.

322. *Community Counseling*. II, S. 3 hr. PR: COUN 301, 306 or conc. enrollment in 306, 320 or consent. Roles and functions of the community agency counselor; cognitive skills and practical experience necessary to understand client populations served by community agencies.

330. *Counseling Children*. I, S. 3 hr. PR: Consent. Practical application of the principles of guidance to the elementary school.

332. *Counseling Adolescents and Adults*. II, S. 3 hr. PR: COUN 301, 306 or enrolled in 306 or consent. Techniques and models that apply to the counseling of adolescents and adults will be explored. Emphasis will be given to stages of adolescent and adult development and implications for behavior. Demonstration of counseling with adolescents and adults is required.

334. *Cultural Issues*. II, S. 3 hr. PR: COUN 301, 306 or conc enrollment in 306 or consent. Impact of cultural differences on the counseling process; gender, race, ethnicity, socioeconomic status, counseling styles and cross cultural counseling methods; group and experimental activities are required.

340. *Addictions Counseling*. II, S. 3 hr. PR: COUN 301, 306 or enrolled in 306 or consent. Specific techniques and models that apply to counseling the addicted client will be explored. Chemical addictions, food addictions, relationship addictions, and sexual addictions will be addressed. Demonstration of counseling clients with various addictions is required.

345. *Couples and Family Counseling*. I, S. 3 hr. PR: COUN 301, 306 or consent. Techniques and methods of couples and family counseling will be covered. Emphasis will be on both the theories and practice of couples and family counseling. Demonstration of counseling skills for couples and families is required.

382. *Special Topics*. I, II, S. 1-6 hr. PR: Advanced standing and consent. Independent study and directed readings in specialized areas of counseling and guidance. (Some sections of COUN. 382 have prerequisite requirements. Check with the instructor.)

385. *Practicum*. I, II, S. 1-12 hr. PR: Preregistration; liability insurance; cleared for internship at close of semester, or M.A. degree, and consent of department practicum evaluation committee. An intensive supervised practical experience in public schools or agencies, in counseling with individual critique and appropriate small-group experiences. Demonstration of high professional standards, counseling skills, and personal characteristics appropriate to the counseling relationship are essential. (Due to the limited number of summer sites, there can be no guarantee of summer practicum placement.) (Practicum is a prerequisite for internship placement. Internship is a one-semester, minimum four-day per week field experience following practicum. This two-semester sequence replaces the previous one-semester practicum.)

386. *Counseling Internship*. I, II, 1-12 hr. PR: Pre-registration, completion of COUN 385 (Practicum) and consent of department field work coordinator. A full-time supervised field experience. Demonstration of counseling program management skills and ethical conduct is required-ACA Ethical Behavior Standards will be used to determine appropriate professional conduct.

391. *Advanced Topics*. I, II, S. 1-6 hr.

395. *Problem in Counseling and Guidance*. I, II, S. 1-12 hr. PR: Consent. Study and research for master's degree in counseling and guidance.

Counseling Psychology (CPSY)

401. *Advanced Counseling Psychology Techniques*. I. 3 hr. PR: Advanced standing and consent. Comprehensive development of counseling psychology techniques related to generic and specific theoretical models. In-setting laboratory experience and demonstration of therapy techniques required.

409. *Advanced Group Counseling/Therapeutic Techniques*. 3 hr. PR: Consent. An overview of the formation, leadership techniques, research and ethical issues associated with group counseling and psychotherapy in general and for specific populations. 3 hr. lec.

431. *Advanced Consultation Techniques*. I. 3 hr. PR: COUN 331 or equiv., or consent. Multiple training and experiences in theories and techniques of consultation and delivery of human services to educational and community personnel. Simulated classroom and laboratory experiences.

460. *Introduction to Counseling Psychology*. 2 hr. PR: Consent. An overview of the history, current status and future trends associated with counseling psychology as a specialty area. 2 hr. lec.

463. *Advanced Theories of Counseling Psychology*. II, S. 3 hr. PR: COUN 385; admission to graduate study; and consent. A comprehensive study of the theoretical issues in contemporary counseling.

464. *Intellectual Assessment*. II. 4 hr. PR: Advanced standing and preregistration with instructor (9 hr. psychology, and demonstration of proficiency in measurement needed for admission). Administering, scoring, and interpreting individual intelligence tests.

466. *Vocational Psychology*. II. 3 hr. PR: COUN 320 or equiv., advanced standing or consent. Advanced study of theory development and research in vocational psychology and counseling; emphasis on counseling psychology, women's issues and cross-cultural counseling.

469. *Personality Testing and Interpretation*. I. 3 hr. PR: COUN 305 and consent. Advanced study in the application of personality assessment procedures and consideration of alternative methods for measuring human behavior.

470. *Doctoral Practicum in Counseling Psychology*. 1-9 hr. PR: Consent. Intensive clinical experience in which students under supervision see clients for individual and group counseling and psychotherapy. Practica are offered at a variety of approved field-based sites. 1-9 hr. practicum.

472. *Internship*. I, II, S. 1-12 hr. PR: Written approval from the Department Internship Committee, satisfactory completion of written doctoral comprehensive exams and approval of research prospectus. Full-time supervised practice in an approved counseling psychology internship training program; minimum duration one academic year.

480. *Seminar*. I, II, S. 1-6 hr. PR: Advanced standing and consent. Seminar in counseling psychology for students in certificate of advanced study and doctoral programs.

482. *Research Practicum in Counseling Psychology*. 1-6 hr. PR: Consent. The conduct of a descriptive or an experimental study. An overview of research design, statistical procedures, potential violations of ethical principles in the conduct of research. 1-6 hr practicum.

483. *Counseling Psychology Supervision Models*. I. 3 hr. PR: COUN 401, advanced standing and consent. Overview of major assumptions and techniques of major counseling supervision models. Training activities include simulated and actual demonstrations of each of the supervision models and critique of their assumptions, advantages, and constraints.

490. *Teaching Practicum*. I, II. 1-3 hr. PR: Consent. Intended for graduate students with college teaching responsibility in counseling psychology.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced areas of Counseling and Counseling Psychology counseling.

492. *Professional and Ethical Issues in Counseling Psychology*. II. 3 hr. PR: Advanced standing and consent. Overview of current ethical, legal, and professional issues in counseling psychology. Readings, discussion, and a written literature review of a topic related to the practice of counseling psychology.

496. *Graduate Seminar*. I. 3 hr. PR: Advanced standing and consent. Written and oral presentation of methodology and results of one's own research study with supervision and critique by the instructor and members of the seminar.

497. *Research*. I, II, S. 1-15 hr. PR: Consent. Dissertation.

498. *Thesis*. I, II, S. 2-4 hr. PR: Consent.

499. *Graduate Colloquium*. I, II, S. 1-6 hr. PR: Consent. For graduate students not registered in regular course work but who have need to use University facilities for completion of their research or program.

Education Administration

Richard A. Hartnett, Chairperson

606 Allen Hall

Degrees Offered: Master of Arts and Doctor of Education

Area of Emphasis for Doctor of Education

Certification

The education administration program prepares individuals for leadership positions primarily in elementary, secondary, and postsecondary institutions. Although most students are pursuing administrative careers, some are training for research or staff positions. The unit offers graduate programs leading to the master of arts and for certification in the principalship, supervision, and superintendency. Upon admission to the program, all students are assigned an academic adviser. All students should contact their adviser for specific program and certification requirements.

At all degree levels, the program is dedicated to the preparation of outstanding individuals to administer and improve education.

Graduates of education administration occupy such prominent positions as:

- Administrative posts in school systems as superintendents, supervisors, and principals.
- Administrative posts in colleges and universities, including general administration, academic affairs, financial affairs, student affairs, adult and continuing education, and institutional research and planning.
- Administrative posts in governmental and public service agencies, including the West Virginia State Department of Education, regional educational service agencies, and vocational rehabilitation agencies.

Admission

Applicants must comply with the WVU requirements, the requirements of the College of Human Resources and Education, and the education administration program. Admission to all programs is contingent on assessment of complete official transcripts of all higher education work attempted and other evidence the faculty may deem necessary to judge probable success in the graduate program.

Emphases

Optional programs are available in public school administration and supervision, higher education administration, and extension and adult and continuing education. A two-semester, field-based experience is required before permanent professional certification can be acquired in public school administration and supervision. In order to graduate, the student must earn at least a 3.25 grade-point average on all program work attempted. Students seeking WV certification must pass a West Virginia Department of Education content specialization examination upon completion of their academic program.

Ed.D.

The doctor of education degree is offered with tracks in public school administration, higher education, and related educational organizations (such as state departments of education). Consistent with the regulations of the University, the College of Human Resources and Education, and the program of education administration, each track is individually designed by the doctoral student, the student's adviser, and the doctoral committee to meet the student's career aspirations.

Education Administration (ED A)

300. *Public School Organization and Administration*. I, II, S. 3 hr. Basic concepts through which administrators, supervisors, and teachers gain understanding of general problems related to operation of schools and school systems.
318. *School Business Administration*. I, II, S. 3 hr. PR: Consent. Sound business administration for central office school administrators. Microcomputer competency in IBM compatible word processing, data base, and spreadsheet applications required prior to course completion.
320. *Personnel Administration*. I, II, S. 3 hr. PR: Consent. The determination of student, employee, and organizational personnel needs and the development of plans and programs to meet these needs.
330. *Principles of Education Leadership*. I, II, S. 3 hr. PR: Consent. Problems of school leaders in the areas of administration, supervision, and instruction.
331. *Principles of Supervision*. I, II, S. 3 hr. PR: Consent. Elementary, junior high, and senior high supervision.
333. *School Law*. I, II, S. 3 hr. PR: Consent. Overview of the generally accepted legal principles which affect the student, teacher, and principal in a public school setting.
334. *College Student and the Courts*. 3 hr. PR: Consent. A study of the major areas of higher education law from the perspective of the college student. A case study approach.
335. *Introduction to College Student Personnel*. 3 hr. PR: Consent. A study of the organization and administrative functioning components, concepts, and models of student personnel administration systems using a historical and topical approach. Conceptual approach based upon the student development model.
336. *Fundraising and Foundation Management*. 3-6 hr. PR: Consent. (Fall, even years) Studies in fund raising, alumni relations, and foundation management. (Also listed as JRL 312.)
351. *Administrative Procedures in Adult Education*. I, II, S. 3 hr. PR: Consent. (Offered off-campus only.) Theories and principles of administering adult education organizations as they relate to planning, organizing, staffing, initiating, delegating, integrating, motivating, decision making, communicating, establishing standards, financing, budget defense and control, and measuring results.
352. *Professionalism in Extension Service*. II, S. 3 hr. PR: Consent. (Offered off-campus only.) Role of Extension Service professionals in social change; study of community systems, professional relationships, accountability, ethics, obligations to clientele.
353. *Community Education: Administration and Organization* I. 3 hr. PR: Consent. (Offered off-campus only.) Study of the rationale, methods, and procedures in administering and programming community education. Experiences in planning, adapting, and evaluating programs independently and in consort with school and community plans.
373. *Professional Development*. I, II, S. 1-6 hr. (May be repeated for credit.) PR: Department consent. Specially designed experiences for those interested in advancing professional skills in a particular specialty. (Not for degree credit in programs in the College of Human Resources and Education.)

380. *Topics in Supervision*. 3 hr. Special knowledge and skills for supervisors K-12 including media, computers, reading, multicultural education, testing, and special education.
385. *Practicum*. I, II, S. 1-12 hr. PR: Consent.
388. *Research-Evaluation-Assessment*. I, II, S. 3 hr. PR: Consent. Research, evaluation, and assessment procedures related to administrative decision making and problem solving to increase the general effectiveness of educational institutions.
389. *School-Community Relations*. I, II, S. 3 hr. PR: Consent. A study of the systems through which the school can be interpreted to its community.
391. *Advanced Topics*. I, II, S. 1-6 hr.
395. *The Principalship*. I, S. 3 hr. A study of the active role of principals in Early, Middle, and Adolescent schools. Specific emphasis is placed upon the areas of effective schools, instructional leadership, special services and facilities management.
397. *Master's Degree Research or Theory*. I, II, S. 1-15 hr.
402. *Superintendency*. I, II, S. 3 hr. PR: M.A. in education administration, or equiv., or consent. Roles, relationships, behaviors, and competencies which characterize the school superintendent and staff. (Offered in fall and summer of even years.)
403. *Education Administration Theory*. I, II, S. 3 hr. PR: M.A. in education administration, or equiv., or consent. Interdisciplinary study of the major concepts of education administration theory and the application to educational settings.
404. *Public Education Finance*. I, II, S. 3 hr. PR: M.A. in education administration, or equiv., or consent. Basic concepts. (Offered in spring of even years.)
405. *Administration of Educational Facilities*. I, II, S. 3 hr. PR: M.A. in education administration, or equiv., or consent. The planning, evaluation, and management of current and future school facilities. (Offered in spring of even years.)
406. *Public Education and the Law*. S. 3 hr. PR: M.A. in education administration or equiv., or consent. Legal permissives and limitations involved in setting policy for organization of and administration of public schools. (Offered fall, summer, even years.)
407. *Collective Bargaining in Public Education*. II. 3 hr. PR: M.A. in education administration, or equiv., or consent. This course is designed to inform school administrators about the concepts and principles of negotiating and implementing collective bargaining agreements. (Offered in spring of even years.)
408. *Organizational Analysis*. I. 3 hr. PR: M.A. in education administration, or equiv., or consent. An examination of alternative means for the analysis of organizational structures, interrelationships, and functions. A field analysis is required.
409. *Politics of Education*. II. 3 hr. PR: M.A. in education administration, or equiv., or consent. An examination of the internal political nature of school systems, and of the external influence of legislative, judicial, and administrative bodies and interest groups.

410. *Advanced Supervision*. 3 hr. PR: Consent. Exploring theories, research and practice of pre-service and in-service instructional supervision in the classrooms of novice and mature teachers. (Also listed as C & I 410.)
456. *Administration of Academic Affairs*. 3 hr. PR: Consent. Management, leadership, and administrative roles of academic affairs offices in colleges and universities including academic personnel, program definition, research and teaching issues, and other functions of academic oversight.
457. *Governance of Higher Education*. 3 hr. PR: Consent. Formulation and implementation of state master plans and the roles of state governing bodies in public and private institutions.
458. *College Business Management*. I. 3 hr. PR: M.A. in education administration, or equiv., or consent. Covers knowledge of such areas as budgeting, grants and contracts preparation and administration, formula funding, management information systems, purchasing procedures and practices, and zero base budgeting. (Offered fall, odd years.)
459. *Adult and Continuing Education*. I, II, S. 3 hr. Principles, concepts, and processes involved in programming for adults in a community setting. Nature of adult learning, subject matter, and learning environment. (Offered in summer of even years.)
460. *Development of Administration in American Higher Education*. I, II, S. 3 hr. The administrative development of American higher education from 1636 to the present, including internal trends and external forces.
461. *Higher Education Administration*. I, II, S. 3 hr. Organization and administration of higher education institutions.
462. *Higher Education Law*. I, II, S. 3 hr. Critical legal issues of higher education—public and private—using a case study approach.
463. *Higher Education Finance*. I, II, S. 3 hr. Financial concerns in higher education with emphasis on taxation and legislative actions, sources of income, budgeting, and cost analysis. (Offered in fall of even years.)
465. *Institutional Research and Planning*. I, II, S. 3 hr. Accumulation, analysis, and interpretation of data relevant to decision making and the allocation of institutional resources. (Offered in spring of even years.)
466. *The College Student*. I, II, S. 3 hr. Review of research and literature on college students from freshman through graduate school. Emphasis on student subcultural patterns. (Offered in spring of odd years.)
467. *Higher Education Collective Bargaining*. I, II, S. 3 hr. The process and content of collective bargaining in higher education and its impact on institutional governance and academic jurisdictions. (Offered in spring of even years.)
468. *Community and Junior Colleges*. I, II, S. 3 hr. Development, role, functions, organization, and curriculum of community and junior colleges in the United States, with special emphasis on West Virginia.
469. *Education Administration Internship*. 3-6 hr. (May be repeated for credit.) PR: Consent. Practical experiences in the administration of an organizational unit under the supervision of an administrator within the unit.

470. *Principal's Planned Field-Based Experience*. I, II. 3 hr. PR: Three years of successful experience as a teacher and have a position as principal or assistant principal. Consists of problem-solving techniques and seminar activities as applied to explicit problems in the professional environment. (Required for permanent certification as a principal.)

471. *Supervisor's Planned Field-Based Experience*. I, II. 3 hr. PR: Three years of teaching experience, 15 hours completed in a master's degree program, and be employed full-time as a supervisor. Consists of problem-solving techniques and seminar activities as applied to explicit problems in the professional environment. (Required for permanent certification as a supervisor.)

472. *Superintendent's Planned Field-Based Experience*. I, II. 3 hr. PR: Five years of successful experience as a teacher or supervisor, and employed as a superintendent or assistant superintendent. Consists of problem-solving techniques and seminar activities as applied to explicit problems in the professional environment. (Required for permanent certification as a superintendent.)

480. *Seminar*. I, II, S. 1-6 hr. PR: Consent.

485. *Special Topics*. I, II, S. 1-6 hr. PR: Consent.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

496. *Doctoral Orientation Seminar*. I, 1-6 hr. Required for all new doctoral students.

497. *Research*. I, II, S. 1-15 hr. PR: Consent.

Education Foundations

Anne H. Nardi, *Department Chairperson*
608 Allen Hall

The education foundations program in the College of Human Resources and Education offers opportunities for advanced graduate study. While the foundations program does not offer a degree, students are encouraged to minor in the area. The minors might consist of intense study in the areas of history, sociology, philosophy, comparative education, qualitative research and policy analysis. The minor in foundations offers students the opportunity to tailor, in cooperation with the foundations faculty, a program to meet specific research interests.

Education Foundations (ED F)

300. *Sociology of Education*. I or II. 3 hr. Education as a social institution; cultural and class influences on education; social roles and career patterns in the school system; the school and problems of the community. (Also listed as SOCA 232.)

320. *Philosophic Systems and Education*. I, II, S. 3 hr. Examines different systems of educational philosophies focusing on aims, values, and criteria of education. Stresses the application of philosophic thinking to educational language, issues, methods, and subject matter.

340. *History of American Education*. I, II, 3 hr. Major forces affecting U.S. educational developments at all school levels are examined in political, social, economic, and cultural context. Major historical periods include colonial, early national, pre/post civil war, and late nineteenth to mid-twentieth century.

350. *Comparative Education*. 3 hr. PR: Graduate standing. Compares educational systems in selected foreign countries with the United States. Examines formal and informal educational influences in historical and contemporary contexts and in socioeconomic, political, and philosophical perspectives.

380. *Special Problems*. 1-6 hr. PR: Consent.

383. *Seminar*. 1-6 hr. Selected topics in historical, sociological, and philosophical foundations of education. (Titles to be announced each semester.)

385. *Practicum*. 1-12 hr. PR: Consent.

390. *Special Topics*. 1-6 hr. PR: Consent.

391. *Advanced Topics*. 1-6 hr.

491. *Advanced Study*. 1-6 hr. PR: Consent.

497. *Research*. 1-15 hr. PR: Consent.

Educational Psychology

Anne H. Nardi, Department Chairperson
608 Allen Hall

Degree Offered: Master of Arts

Area of emphasis for Doctor of Education

The educational psychology program in the College of Human Resources and Education offers opportunities for graduate study and research leading to the master of arts. Professional preparation focuses on learning and development, instruction and research. Accordingly, students are expected to achieve competencies in these areas.

Programs are planned jointly by the student and the student's adviser to meet particular career needs. Minor fields of study are also planned for each student as appropriate. In addition to the general requirements of the University and the College of Human Resources and Education, the department requires a core of courses and supporting competencies of all graduate students.

Educational psychologists function in a variety of settings. The program prepares and places competent educational psychologists in educational settings at all levels, such as educational agencies at local, state, and federal levels; public and private human service centers; medical centers; and business and industrial settings.

All applicants must comply with the general requirements of the University and the College of Human Resources and Education. The applicant must have an undergraduate degree from an accredited institution and must submit official transcripts of the undergraduate work, the official scores for either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT), a 500-word, written goal statement, a personal vita, and three letters of reference.

Each student is expected to complete the following core of courses as part of the master's plan of studies:

ED P 300 *Advanced Educational Psychology*

ED P 311 *Statistical Methods 1*

ED P 330 *Foundations of Educational Measurement*

ED P 350 *Applied Behavior Analysis*

**Master
of Arts
Requirements**

**Admission
Requirements**

Educational Psychology

The option requires a minimum of 30 hours of course work including the completion and successful defense of a thesis or the completion of 30 hours of course work including the completion of a problem. Those students who plan to pursue a doctorate are required to take the thesis option.

**Doctor of
Education
Ed.D.
Requirements**

The credentials for all applicants are screened by a three-member admissions committee of the department. The criteria used as guidelines for evaluating applicants are:

- Total GRE scores of 1,100 or higher or MAT score of 55 or higher; international students from a country in which English is not the native language must have a TOEFL score of at least 550 and a combined total score of at least 1000 on the GRE verbal and the TOEFL.

- An undergraduate GPA of at least 3.0.

- A graduate GPA of 3.25 or higher for graduate work completed to date.

- The extent to which the applicant's goals and objectives may be accomplished if admitted to the program.

- Favorable recommendations and appropriate background experiences.

To remain in good standing, a student must have an average grade of B or better for all courses in the program and make satisfactory progress toward the completion of the program competencies (as described in the following section).

**Program
Core**

The doctor of education requires a minimum of 72 hours of graduate credit beyond a bachelor's degree or 42 hours beyond a master's degree. In addition, completion of a core of required courses, fulfillment of competency requirements, and an approved dissertation are mandatory.

Each student is expected to complete the following core courses as part of the doctoral plan of studies:

ED P 301 *Introductory Behavior Analysis: Human Resources*

ED P 419 *Research in Education* (PR: ED P 311)

ED P 440 *Human Development and Behavior*

ED P 451 *Principles of Instruction*

The student is also expected to enroll in a doctoral seminar, ED P 494, for two semesters for in-depth coverage of specialized content issues in educational psychology.

**Program
Areas**

There are three competency areas in the program: learning and development, instruction, and research. Students are expected to fulfill the program competency requirements by meeting the goals and objectives specified for the program. The learning and development competency product will take the form of a theoretical paper, the instruction competency product will be a course or other type of instructional sequence of comparable magnitude, and the research competency product will be a data-based research paper of publishable quality.

**Application
Information**

Inquiries should be addressed to the Chairperson of the Department of Educational Psychology, Allen Hall, College of Human Resources and Education, West Virginia University, P.O. Box 6122, Morgantown, WV 26505-6122.

Educational Psychology (ED P)

260. *Media and Microcomputers in Instruction.* I or II, S. 3 hr. The effective operation and educational uses of educational media including microcomputers. Hands-on experience with equipment and in designing materials for an instructional unit incorporating media and/or microcomputers.

269. *Behavioral Technology for Education*. I or II, S. 3 hr. PR: ED P 105 recommended. Behavioral science applied to instructional systems. Complex systems, feedback loops, measuring relevant variables, collecting data. Applying schedules of reinforcement. Effective stimulus control for students and administrators. Relationship between system and institution. Behavioral ethics.

300. *Advanced Educational Psychology*. I, II, S. 3 hr. Design for beginning graduate students. Psychological principles of learning and development as they relate to processes of classroom instruction.

301. *Introductory Behavior Analysis: Human Resources*. I. 3 hr. Introduction to behavior analysis in education and human resources. Basic practice in measuring and shaping human behavior. A comprehensive examination of relationships among human organisms, environment, and behavior.

311. *Statistical Methods 1*. I, S. 3 hr. PR: MATH 3. Basic concepts of statistical models, distributions, probability, random variables, tests of hypotheses, confidence intervals, regressions, correlation, transformation, F and chi-square distributions, analysis of variance and sample size.

312. *Statistical Methods 2*. II, 3 hr. PR: STAT 311. Extension of basic concepts of statistical models, design of experiments, multiway classification models, factorials, split plot design, simple covariance, orthogonal comparisons, multiple linear and nonlinear regression and correlation analysis, chi-square and nonparametric statistics.

320. *Introduction to Research*. I, II, S. 3 hr. Basic concepts, strategies, methodologies, designs, and procedures of research in education. Major emphasis on integrating research designs, measurements, and statistics for initiating research projects, collecting and analyzing data, and interpreting and reporting findings.

330. *Foundations of Educational Measurement*. I, II, S. 3 hr. An examination and application of norm-referenced and criterion-referenced principles and procedures to the measurement and prediction of pupil performance.

341. *Multivariate Methods 1*. (Alternate years.) 3 hr. PR: STAT 311 or equiv. Basic matrix operations, multiple regression analysis, discriminant analysis for two groups, multivariate analysis of variance for one- and two-way designs, and analysis of covariance involving multiple covariates. Applying SAS Procedure Matrix for data analyses.

342. *Multivariate Methods 2*. (Alternate years.) 3 hr. PR: STAT 311 or equiv. Matrix operations, multivariate multiple regression analysis, canonical correlation analysis, discriminant analysis for multiple groups, qualitative discriminant analysis applying Bayes' theorem, principal component analysis, and fundamentals of common factor analysis. Data analyses with SAS Procedure Matrix.

343. *Statistical Analysis in Education*. 3 hr. PR: ED P 330 or consent. Review measures of central tendency, percentiles, and correlation. Emphasis placed on correlation, regression, testing hypothesis, non-parametric tests, and other measures in analysis and inference.

350. *Applied Behavior Analysis*. I. 3 hr. PR: ED P 301 or equiv. Application of reinforcement theory as an instructional technique in changing human behavior. Analysis of problems in terms of behavior and the design of instruction and treatment programs to produce desired change.

355. *Applied Cognition and Strategic Learning*. II. 3 hr. Principles of information processing and cognitive learning strategies applicable across content areas; emphasis on individual study skills, expert-novice research, strategic reading, process writing, metacognition, problem presentation (e.g. mathematics), and competence.

359. *Conceptual Foundations of Behavior Analysis*. 3 hr. Comprehensive introduction to the basic science of human behavior and its philosophy. Provides a conceptual framework for a variety of applied fields.

385. *Practicum*. I, II, S. 1-12 hr. PR: Consent.

391. *Advanced Topics* I, II, S. 1-6 hr.

397. *Master's Degree Research or Theory*. I, II, S. 1-15 hr.

400. *Verbal Behavior 1*. (Alternate Years.) 3 hr. PR: ED P 350 or consent. Behavioral analysis of complex verbal behavior in person-to-person contacts in text materials and in instructional systems.

420. *Seminar in Educational Research*. I, II. 2 hr. PR: ED P 311 and consent. Identification of research problems in education, consideration of alternative designs and methods of investigations, and development of a research proposal at the advanced graduate level.

423. *Designing Single Case/Group Research*. I. 3 hr. Strategies and tactics for observation, measurement, and experimental investigation of functional relationships between the behavior of individuals and their environment are presented as a means for understanding what controls human behavior.

440. *Human Development and Behavior*. I. 3 hr. Psychological theories of human development. Contemporary theories analyzed and compared, with emphasis on their implication for classroom behavior and the educational process.

450. *Psychological Foundations of Learning*. I, S. 3 hr. Psychological and philosophical foundations of major learning theories and their implications for instructional procedures.

451. *Principles of Instruction*. II. 3 hr. PR: Consent. Basic principles of teaching-learning process implied in major learning theories; study of factors in learning, variables in instructional program, and principles of instructional design.

454. *Memory*. II. 3 hr. Shory-term, memory, long-term memory, memory networks, and memory problems as they relate to school learning, strategies for instruction, and life-long adaptation in a dynamic society.

480. *Seminar in Educational Psychology*. I, II, S. 1-6 hr. PR: Consent.

481. *Special Topics in Educational Psychology*. I, II, S. 1-6 hr. PR: Consent.

490. *Teaching Practicum*. I, II. 1-3 hr. PR: Consent. Intended for graduate students with college teaching responsibility. Provides a supervised experience for graduate students in a teaching situation.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced areas of educational psychology.

492. *Directed Study*. 1-6 hr. Directed study, reading, and/or research.

- 494. *Special Seminars*. 1-6 hr. Special seminars arranged for advanced graduate students.
- 495. *Independent Study*. 1-6 hr. Faculty supervised study not available through regular course offerings.
- 496. *Graduate Seminar*. I, II. 1 hr. PR: Consent. Designed to permit graduate students an opportunity to present research to the assembled faculty and the graduate student body.
- 497. *Research*. I, II, S. 1-15 hr. PR: Consent. Dissertation.
- 498. *Thesis*. I, II, S. 2-4 hr. PR: Consent.

Elementary Education

R. Jerrald Shive, Department Chairperson, Curriculum and Instruction

602 Allen Hall

Degree Offered: Master of Arts

The Department of Curriculum and Instruction provides opportunities for graduate study and research leading to the degree of master of arts (M.A.) for educators and other professionals with educational responsibilities. The primary purpose of the masters program in elementary (early/middle) education is to provide increased knowledge, skill, and competence for teachers working with children in the elementary (early/middle) school setting. The graduate elementary (early/middle) teacher education program has three major areas of emphasis: general education, subject area/grade level, curriculum and methods, and electives.

These emphases are planned jointly by the student, the student's adviser, and the student's committee to meet the career needs of the student. In addition to the general requirements of the University and the College of Human Resources and Education, there is a core of courses or course areas and supporting competencies required of all graduate students in the department.

The purpose of the program is to prepare master teachers who work with children from nursery through elementary school. The program provides the opportunity to specialize in early childhood, middle childhood, or a subject area. With adviser approval, electives may be selected that enhance the student's personal goals. While teacher certification is not a part of the master's program, students, through careful planning, may be able to complete some courses that are required for certification while working on a graduate degree.

For further information on admission and program requirements, write Chairperson of Curriculum and Instruction, College of Human Resources and Education, 602 Allen Hall, P.O. Box 6122, Morgantown, WV 26506-6122.

Master of Arts in Elementary Education	All applicants must comply with the general requirements of the University and the College of Human Resources and Education.			
	Required Courses	Hours Program A*	Hours B**	Hours C***
	C&I 301	3	3	3
	C&I 330	3	3	3
	C&I 340	3	3	3
	C&I 350	3	3	3
	C&I 388	0	0	3
	C&I 391	0	3	0
	C&I 497	6	0	0
	ED F 320 or 340	3	3	3
	ED P 320	3	3	0
	ED P 300 or 330	3	3	3
	RDNG 321, or 323, or 327, or 330	3	3	3
	Total Required Courses	30	27	24
	General Education Electives	0	3	12
	(All elective courses must be approved by the adviser before enrollment.)			
	Total for Master's Degree	30	30	36

*Program A—Thesis required.

**Program B—Research problem required.

***Program C—36-semester hour course work program.

Master of Arts in Elementary Education	Emphasis: Early Childhood Education (Pre K-4)			
	Required Courses	Hours Program A*	Hours B**	Hours C***
	C&I 312	3	3	3
	C&I 314	3	3	3
	C&I 316	3	3	3
	C&I 391	0	3	0
	C&I 497	6	0	0
	C&I 317 or RDNG 323	3	3	3
	CDFS 341 or approved elective	3	3	3
	ED P 320	3	3	0
	ED P 330	3	3	3
	Total Required Courses	27	24	18
	Approved Electives			
	Restricted Electives in			
	Early Childhood Education	3	3	3
	Supportive Electives in Education	0	3	15
	(All elective courses must be approved by the adviser before enrollment.)			
	Total for Master's Degree	30	30	36

*Program A—Thesis required.

**Program B—Research problem required.

***Program C—36-semester hour course work program.

Curriculum and Instruction (C&I)

205. *The Junior High School*. I, II, S. 2 hr. PR: Consent. Developing philosophy, program, and practices of the junior high school.

210. *Early Childhood Education 1*. I, II, S. 3 hr. PR: CDFS 216, ED P 103 or 105. (A field experience with children 3-5 years of age is required.) Introduction to methods and materials in early childhood education for curriculum, instruction and program organization, development, and evaluation.

211. *Early Childhood Education 2*. I, II, S. 3 hr. PR: CDFS 216, ED P 103 or 105. (A field of experience with children 3-5 years of age is required.) This course is designed for individuals who will be working within early childhood programs for children under 8 years of age. The various aspects of early childhood education are studied in relationship to organizational and administrative structures. This includes planning, budgeting, staffing, supervising, and evaluating comprehensive learning facilities for young children.

212. *Methods in Preschool Education*. I. 3 hr. PR: ED F 1 or C&I 7 or equiv. Development of an experiential model of teaching young children. Application of methods in basic needs areas of nursery-early childhood education consistent with an experiential model of teaching. Emphasis on safety, multicultural education, classroom management, working with special needs populations and mainstreaming, and cooking and nutrition.

214. *Creative Experiences in Early Childhood*. II. 3 hr. PR: ED F 1 or C&I 7 or equiv. Examination of creative experiences for young children and their relationship to child development. A special focus on play behavior as a learning medium with emphasis on program planning, curriculum development, and instructional strategies.

216. *Early Language and Communication Experiences*. I. 3 hr. PR: ED F 1 or C&I 7 or equiv. This course presents activities for developing language and communication skills in children 2-5 years of age. It covers a broad range of temporary and enduring forms of communication in visible and audible media.

218. *Management of Preschool Education*. II. (Alternate Years.) 3 hr. PR: ED F 1 or C&I 7 or equiv. (A field experience with children 2-5 years of age is required.) Planning, designing, and assessing programs for children ages 2-5 years with emphasis on management skills.

224. *Approaches to Teaching Language*. II. 2 hr. PR: LING 1 and ENGL 111. Designed for prospective teachers of English and language arts. Focus is upon planning and implementing methods of teaching English as a language. Materials and resources appropriate to public school instruction are analyzed and utilized.

225. *Approaches to Teaching Literature*. II. 2 hr. PR: Junior standing. Designed for prospective teachers of English and language arts. Course focuses upon methodologies for teaching literature in public schools. Workshop format will provide opportunities for peer teaching activities as students apply methods of teaching literature.

267. *The Music Education Program*. S. 3 hr. PR: Consent. Organization and administration of the complete music education program for grades 1-12.

280. *Special Problems and Workshops*. I, II, S. 2-4 hr. (Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

287. *Advanced Clinical Experience*. I, II, S. 1-6 hr. PR: Consent. Clinical experience in teaching-learning situations at any level.

300. *U.S. Education for International Students*. I. 3 hr. PR: International students with graduate status and developing oral and written English skills. To assist international students in understanding the U.S. system of education, included: dominant U.S. values related to education; structure of U.S. education at all levels, models and strategies; field trips; international comparisons.

301. *The Elementary-School Curriculum*. I, II, S. 3 hr. PR: 20 hr. of undergraduate credit in elementary education, or consent. Analysis of curriculum designs in elementary education with emphasis on methods and techniques of development.
306. *Curriculum for Middle Childhood*. I, S. 3 hr. Survey course which includes: historical, social, and cultural influences on the curriculum; the learner characteristics; curriculum and instructional organization and their relationship to facilities available; evaluation and implementation of middle childhood curriculum.
307. *Curriculum Development*. I, II, S. 3 hr. PR: C&I 301 or 304 or C&I 312 and ED F 320 or consent. Basic foundation in the concepts underlying the school curriculum in American society.
308. *Introduction to Alternative Learning Environments*. I. (Alternate Years.) 3 hr. This course will provide opportunities for educators to explore and analyze the trends and issues in alternative learning environments in public education.
309. *Experiences in Alternative Learning Environments*. S. (Alternate Years.) 6 hr. PR: C&I 308, ED F 320, consent. This course helps teachers to learn and practice skills that are needed to be an effective teacher in an alternative teaching environment.
312. *Early Childhood Curriculum*. I. 3 hr. PR: C&I 210, 211, or consent. Historical, theoretical perspectives in curriculum development for early childhood education including social, creative, cognitive, and physical goals.
314. *Early Childhood Instruction*. II. 3 hr. PR: C&I 210, 211, or consent. Design of instruction for individualization and development of mastery in curriculum goals for early childhood.
316. *Early Childhood Program Development and Evaluation*. I. 3 hr. PR: C&I 210, 211 or consent. Development and evaluation of facilities, programs, and support systems for early childhood education.
317. *Language Arts in Early Childhood*. I, II. 3 hr. PR: None. The purpose of this course is to help teachers design instruction for an integrated development of writing, reading, speaking, and listening in early childhood.
318. *Storytelling in Early Childhood*. I, II. 3 hr. This course will assist students in telling, reading, and creating stories for children. Techniques, methods, and research effective in the art of storytelling will be examined and applied as they relate to total child development.
319. *Behavior Modification: Early Childhood Education*. S. 3 hr. PR: Consent. Application of behavior modification to early childhood education with special attention to an examination of the methods and values involved. (Offered in alternate summers.)
330. *Mathematics in the Elementary School*. I, II, S. 3 hr. PR: 20 hr. of undergraduate credit in elementary education or consent. Materials and methods of instruction for modern mathematics programs.
333. *Corrective Techniques in Mathematics Education*. I, S. 3 hr. PR: Consent. Materials and methods used in diagnosis and remediation of learning difficulties in mathematics.

337. *Mathematics in the Junior High School and Middle School*. II, 3 hr. PR: 6 hr. college mathematics or consent. Study of teaching of mathematics in the junior high school and/or middle school; application of mathematics content to teaching; instructional techniques and materials.
340. *Science in the Elementary School*. I, II, S, 3 hr. PR: 20 hr. of undergraduate credit in elementary education, or consent. Analysis of methods, curriculum patterns, and trends in elementary school science. Understanding and development of scientific attitudes appropriate at the elementary-school level.
344. *Science in the Secondary School*. 3 hr. PR: Consent. Nature and function of science in secondary schools supported by current research and development; includes analysis of structure and practice of science curriculum and instruction issues. 3 hr. lec
350. *Social Studies in the Elementary School*. I, II, S, 3 hr. PR: 20 hr. of undergraduate credit in elementary education, or consent. Comprehensive consideration of objectives, content, methods, including unit procedures; materials including objects, models, exhibits, and museum items, as well as textbooks, collateral reading, maps, and graphs, means of evaluating social growth and development.
357. *Principles of Economic Education*. S, 3 hr. Workshop for principals, teachers, and supervisors with emphasis on the economic structure of our society and methods of integrating economics into the school program. (Sponsored jointly by College of Human Resources and Education and College of Business and Economics)
359. *Classroom Simulation Techniques*. II, S. (Alternate Years.) 3 hr. To provide experience in the use of learning games and simulations as an instructional technique and the opportunity to develop—under supervision—simulated activities and games to be used in a variety of learning environments.
373. *Professional Development*. I, II, S, 1-6 hr. (May be repeated for credit.) PR: Department consent. Specially designed experiences for those interested in advancing professional skills in a particular specialty. (Not for degree credit in programs in the College of Human Resources and Education.) (Graded as S/U.)
377. *Children's Television: Problems and Potentials*. S, 4 hr. PR: Consent. Provides parents and teachers with strategies for monitoring, evaluating, and directing television viewing habits of youth; pertinent research studies, school and community action programs, and home and school education programs are discussed and practiced.
380. *Special Topics*. I, II, S, 1-6 hr. PR: Consent
383. *Seminar*. I, II, S, 1-6 hr. PR: Consent.
385. *Supervision of Student Teachers*. I, II, S, 3 hr. PR: Consent. For persons working or intending to work with education students in field experiences. Course focuses on the development and application of supervisory skills involved in effective guidance of student teachers and education students.
386. *Teaching Strategies for Middle Childhood*. II, S, 3 hr. Surveys instructional strategies appropriate for facilitating preadolescent learning. Includes the role of the teacher; how the teacher uses resources within and outside the classroom as they relate to instruction of the learner, age 10-14 years.

387. *Advanced Teaching Strategies*. I, II, S. 3 hr. PR: Graduate standing. Deals with methods as one critical variable in teaching. Examines ways and means to describe, plan the use of, implement, and evaluate teaching methods. Analysis and implementation of teaching methods and component skills of teaching.

388. *Classroom Organization and Management*. I, S. 3 hr. Discusses research identifying components of classroom organization and environment which influence learning; reviews teacher behaviors and learning activities which research indicates lead to more effective teaching. Stresses implementation strategies relevant to classroom settings.

389. *Education That Is Multicultural*. I, S. 3 hr. PR: Graduate standing or consent. Provides opportunities for educators to increase awareness of their own ethnic backgrounds, foster understanding of racial/ethnic diversity, and develop appropriate teaching materials and methods for elementary and secondary curricula.

391. *Advanced Topics*. I, II, S. 1-6 hr.

395 *Practicum*. I, II, S. 1-12 hr. per sem. or session—aggregating not more than 12 hr. PR: 9 graduate hours in Education. (Enrollment with permission of adviser or instructor in consultation.) Special individual and group projects. To provide appropriate residence credits for special workshops, prolonged systematic conference, or problems and projects in education.

407. *Instructional Models of Teaching*. II. 3 hr. PR: ED F 320 or consent. Concepts and processes involved in teaching and their relationship to the development of teacher education programs.

408. *Contemporary Determinants of Curriculum*. II, S. 3 hr. PR: C&I 307 and ED F 340 or consent. Contemporary determinants of curriculum development.

409. *Curriculum Theories*. I, II, S. 3 hr. PR: C&I 408 or consent. Theories underlying curriculum from the past to the present and projected to the future.

438. *Survey of Major Issues in Mathematics Education*. II, S. 3 hr. PR: Consent. Individual and group research on selected topics in mathematics education.

457. *Social Studies Curriculum Development, K-12*. I. 3 hr. PR: C&I 301 or 304 and C&I 350 or 354. Stresses the application of principles and procedures pertinent to the development of social studies programs in elementary and secondary schools. Strong emphasis will be placed on the analysis of current social studies curriculum materials.

487. *Teaching Effectiveness*. 3 hr. PR: Advanced graduate standing or consent. Explores twentieth century/attitudes toward effective teaching from a variety of perspectives; instigates teacher, learner, content and environment; examines how questions asked reveal thinking regarding interaction of elements of teaching/learning situation.

488. *Higher Education Curriculum*. II. 3 hr. Analysis and evaluation of post-secondary curriculum with emphasis on organizing, translating, and applying findings. Topics include curriculum shaping forces; institutional patterns; policy, components and change; and principles and techniques of development, experimentation, and evaluation.

489. *Teaching in Higher Education*. I. 3 hr. PR: Graduate standing. A general methods course involving instructional concepts and strategies for present/prospective faculty in higher education. Comprehensive consideration of objectives, planning criteria and methods, teaching strategies, and evaluation in meeting the needs of adult learners.

- 490. *Teaching Practicum*. I, II, S. 1 and 3 hr. PR: Consent. Intended for graduate students with college teaching responsibility. Provides a supervised experience in a teaching situation. (Graded as S/U.)
- 491. *Advanced Study Project in Education*. I, II, S. 3-6 hr. Research for the program leading to the Certificate of Advanced Study in Education (C.A.S.)
- 496. *Advanced Seminar*. I, II. 1 hr. PR: Consent. Opportunity for the advanced graduate student to present the student's research to faculty and/or student groups.
- 497. *Research*. I, II, S. 1-15 hr.
- 499. *Colloquium in Curriculum and Instruction*. I, II, S. 1-6 hr. PR: Consent. For graduate students not seeking course work credit, but who wish to participate in academic programs.

Reading

R. Jerrald Shive, *Department Chairperson, Curriculum and Instruction*
607 Allen Hall

Degree Offered: Master of Arts

The Department of Curriculum and Instruction provides opportunities for graduate study and research leading to the master of arts for educators and other professionals with educational responsibilities. The primary purpose of the master's program in reading is to provide increased knowledge, skill, and competence for teachers or those who work in the field. The program contains a number of related options for emphasis within its framework, making it flexible enough to meet a wide variety of needs.

Options are planned by the student, the student's adviser, and the student's graduate committee to fit the student's career plans. In addition to the general requirements of the University and the College of Human Resources and Education, the department requires a core of courses or course areas and supporting competencies.

All applicants must comply with the general WVU requirements, and requirements of the College of Human Resources and Education and the reading program.

Professionals with successful teaching experience at the elementary, secondary, or college level may elect to enroll in these courses to increase their competencies as reading teachers, to keep themselves informed of latest trends and developments in reading education, or to prepare for positions of greater responsibility. Students who plan to enter the teaching field may also wish to enroll in these courses to increase their overall skills and knowledge.

Course offerings provide opportunities to become familiar with the organization, implementation, and administration of developmental and remedial reading programs at the elementary, secondary, and college levels. Advanced students of superior academic and professional background have opportunities to participate in clinical work and to become involved in research.

Programs of study for the doctor of education degree are worked out individually with each student. Course requirements depend upon previous academic background and experience and the position for which the student wishes to prepare. Practical training for teachers and specialists-in-training is provided by the Reading Clinic.

- M.A.
- Reading
- Options
- Requirements
- Courses
- Ed.D.

Admission For further information on admission and program requirements, write Chairperson, Department of Curriculum and Instruction, College of Human Resources and Education, 602 Allen Hall, P.O. Box 6122, Morgantown, WV 26506-6122.

Program • Students must complete six or more hours in reading within two years after admission (probationary or regular) or admission will be invalidated and the student will be required to reapply.

• Program A—Completion of a minimum of 36 hours including the completion of a problem or thesis.

• Program B—Completion of a minimum of 36 hours of course work.

• Successful completion of a written final examination.

The course requirements in Program A and B lead to reading specialist certification. Electives should be decided in conference with adviser.

Required Courses

	Program	Hours	
		A	B
RDNG 321		3	3
RDNG 322		3	3
RDNG 324		3	3
RDNG 326		3	3
RDNG 327		3	3
RDNG 340		3	3
RDNG 341		3	3
RDNG 495		6	0
C&I 301 or 304 or 307		0	3
ED P 330 or RDNG 380 <i>Measurement/Evaluation in Lang. Arts</i>		3	3
ED P 300 or 450 or 451 or PSYC 263 or 264 or 281		3	3
SPED 250 or PSYC 282		3	3
Subtotal		36	33
Electives		0	3
Total		36	36

Reading (RDNG)

221. *Developmental Reading*. I, II. 3 hr. PR: Consent. Fundamentals of reading instruction. Emphasizes classroom organization and teaching techniques.

222. *Reading in the Content Areas*. I, II. 2 hr. Skills and strategies needed by content area teachers to reinforce the reading skills necessary for the effective learning of secondary students in the content areas.

240. *Corrective Language Arts Techniques*. I, II. 3 hr. PR: RDNG 221, consent. Fundamentals of informal language arts diagnosis and corrective classroom language arts instruction. A practicum for the utilization of informal diagnosis and correction techniques is provided.

283. *Special Workshop in Reading*. I, II, S. 1-6 hr. For elementary and secondary students in pre-service education programs, as well as for elementary and secondary teachers in in-service education.

321. *Reading Instruction in Elementary Schools*. I, II, S. 3 hr. Gives students who have little or no background in reading an opportunity to study the reading process and to learn how to apply effective techniques and methods at the elementary school level. Grades K-6.

322. *Reading Instruction in Secondary Schools*. I, II, S. 3 hr. The reading skills essential at the secondary level and how they may be developed in the various subject-matter areas.

323. *Reading and Early Childhood Education*. I, II, S. 3 hr. Development of a reading-language program for young children that includes consideration of: (1) the nature of the beginning reading process; and (2) the nature of children's cognitive, perceptual, linguistic, psychological, physical, and social growth.

324. *Foundations of Reading Instruction*. I, II, S. 3 hr. The physiological, psychological, sociological, and historical foundations underlying the development of reading proficiency. For majors in education, reading, counseling and guidance, special education, speech communication, and other areas requiring an understanding of the reading process.

325. *Survey of Major Problems in Reading*. II, S. 3 hr. PR: RDNG 321 or 322 and 324. A research course in which each student will complete an individual problem in an area of special interest.

326. *Reading Leadership Skills*. I, II, S. 3 hr. PR: 18 hr. of M.A. requirements. Roles, responsibilities, and practices of reading specialists and administrators in organizing reading programs from early childhood through college.

327. *Developing Reading Interests*. I, II, S. 3 hr. Emphasis on methods and techniques for developing reading habits, interests, and tastes and on motivating individuals to read. Special attention is given to integrating the use of children's literature with creative oral and written language.

330. *Teaching the Language Arts*. II, S. 3 hr. The interrelationship of the different phases of the language arts. Special attention to organizing the language arts program, selecting materials and equipment, and understanding effective techniques and methods for teaching listening, oral language, written language, handwriting, and spelling.

331. *Selection and Evaluation of Reading Materials*. I, S. 3 hr. PR: RDNG 321. Survey of critical reading skills, techniques, and procedures with emphasis on the selection of supplementary materials needed for effective development and remedial reading programs.

332. *Survey of Major Problems in the Language Arts*. II, S. 3 hr. PR: RDNG 330 or consent. An advanced course covering major problems of the teacher or supervisor of language arts instruction. A research course in which the student completes an individual problem.

340. *Diagnostic and Prescriptive Reading Instruction*. I, II, S. 3 hr. PR: 6 hr. of RDNG 321, 324 or 322. Course designed to develop and implement theoretical concepts in the diagnosis and prescription of language problems. Emphasis on techniques utilized by classroom and special teachers of reading and language arts.

341. *Problems in Clinical Reading*. I, II, S. 3 hr. PR: RDNG 340. Laboratory course in remedial reading. Major emphasis on tutoring remedial cases in the Reading Center.

342. *Reading Diagnosis and Prescription in Learning Disabilities*. I, II, S. 3 hr. PR: Consent. Basic course in diagnostic and prescriptive reading techniques and procedures for learning disability majors. Special emphasis on practicum experiences in administering and interpreting reading tests, as well as prescribing and administering remediation suggestions.

380. *Seminar*. I, II, S. 1-6 hr. PR: Consent. Seminar for master's degree students stressing special topics concerned with the education and sociological and psychological aspects of language arts instruction.
381. *Special Topics*. I, II, S. 1-6 hr. PR: Consent. Special topics or research in reading and language arts for master's degree students in reading.
385. *Practicum*. I, II, S. 1-12 hr. PR: Consent. Practicum type course for master's degree student teaching, and reading administration and supervision practicum experience can be pursued.
442. *Diagnosis of Reading Difficulties*. I, S. 3 hr. PR: RDNG 340. Advanced instruction in diagnosis. Emphasis on use of standardization tests, informal tests, machines, and observation in determining reading difficulties.
443. *Correction of Reading Difficulties*. II, S. 3 hr. PR: RDNG 442 or consent. Advanced instruction correcting reading difficulties. Emphasis on methods of teaching, use of machines and commercial materials, constructing and using teacher-made exercises, and evaluating progress.
444. *Advanced Clinical Reading*. I, II, S. 3 hr. PR: RDNG 341. Laboratory course in remedial reading. Emphasis on diagnosis and treatment of reading difficulties.
480. *Seminar*. I, II, S. 1-6 hr. PR: Consent. The interrelationships among the language arts: mental, physical, and psychological deterrents to language arts; and similar topics.
481. *Special Topics*. I, II, S. 1-6 hr. PR: Admission to doctoral program in reading and consent. Advanced seminar. Weaknesses and strengths in current reading programs, needed research in reading, and suggestions for improving reading instruction at elementary, secondary, and college levels.
485. *Practicum*. I, II, S. 1-12 hr. PR: Consent. Practical application of reading theory to organizing and conducting developmental and remedial reading programs.
495. *Problem in Reading*. I, II, S. 3 hr. Research for master's degree in reading.

Rehabilitation Counseling

Robert P. Marinelli, Program Coordinator

504 Allen Hall, P.O. Box 6122

Degree Offered: Master of Science

The rehabilitation counseling program in the College of Human Resources and Education offers a curriculum at the master's degree level. All students enroll for a general rehabilitation counseling core during their first semester and then select an area of emphasis for the balance of their graduate studies.

Admission

All applicants must comply with the requirements of the College of Human Resources and Education, and the Department of Counseling, Rehabilitation Counseling, and Counseling Psychology. The program in rehabilitation counseling requires a program application, GRE scores (a minimum recommended score of 1,000), three letters of recommendation, and a program interview.

NOTE: The Rehabilitation Counseling Program is undergoing curriculum review during the 1993-94 year. Please check with the department for current degree requirements and course descriptions.

All students will be expected to take the following core courses:

**Core
Requirements**

- COUN 301 *Counseling Techniques*
- COUN 305 *Theory and Practice of Human Appraisal*
- COUN 306 *Counseling Theories*
- COUN 309 *Group Counseling Theory and Techniques*
- REHB 300 *Introduction to Rehabilitation Services*
- REHB 310 *Medical Aspects of Disability*
- REHB 312 *Psychological Aspects of Disability*
- REHB 320 *Career Development and Job Placement*
- REHB 472 *Counseling Practicum*
- REHB 475 *Clinical Practice*
- REHB 480 *Research Seminar*

This professional counseling specialty provides counseling services, with a focus on career issues, to persons with physical disabilities or learning difficulties and those who are seeking readjustment from emotional problems. Counselors work for both public and private rehabilitation agencies, centers, workshops, and industry. Contact the program for additional information about the possibility of a vocational evaluation program, as well as other specialty areas. The program is fully accredited by the Council on Rehabilitation Education (CORE).

**Master
of
Science**

The degree requirements include completion of the core courses, required rehabilitation counseling courses, and a 15 hour supervised clinical practice placement (internship) under faculty direction in a rehabilitation setting. The rehabilitation counseling program requires a minimum of 48 semester hours with a 3.0 grade-point average. In addition to completing all course work and the internship satisfactorily, a candidate must demonstrate the ability to assume the responsibility required of a professional counselor and the personal characteristics essential to effective working relationships with others.

Rehabilitation degree programs are available for both full-time and part-time students. Contact the program coordinator for information concerning the availability of course work for students interested in part-time study.

Students may take the professional certification examinations to obtain national certification as a rehabilitation counselor during their internship semester. Graduates with two years or more of supervised experience are typically eligible for licensure as a counselor in West Virginia following the successful completion of an appropriate counseling certification or licensing examination.

Counseling (COUN)

301. *Counseling Techniques*. I, II, S. 3 hr. PR: Consent. Development and application of basic counseling skills including interviewing, clinical observation, and a general orientation to counseling settings. Evaluation will be based on strengths and deficits in intra- and interpersonal skills and on demonstration of counseling skills in checkout situations. In setting laboratory experience required.

305. *Theory and Practice of Human Appraisal*. I, II, S. 3 hr. An overview of standardized evaluation methods commonly utilized in educational and rehabilitation settings. Experience is provided in selection, administration, and interpretation of selected instruments.

306. *Counseling Theories*. II, S. 3 hr. PR: COUN 301 and consent. A study of counseling approaches commonly used in public schools, colleges, and rehabilitation agencies. Application of theory emphasized.

Rehabilitation Counseling (REHB)

300. *Introduction to Rehabilitation Services*. I. 3 hr. PR: Consent. Introduction to comprehensive rehabilitation, its history and development as a philosophy process, and professional area. Professional and ethical issues in rehabilitation counseling. Other services involved in various rehabilitation settings.

310. *Medical Aspects of Rehabilitation*. II. 3 hr. PR: Consent. An overview of medical aspects and implications of disability for the handicapped person in the rehabilitation process. Studies of the more common severe disabilities and their remediation also will be included.

312. *Psychological Aspects of Disability*. II, S. 1-3 hr. PR: REHB 310; graduate standing and consent. The impact of disability considering cultural, interpersonal, and intrapersonal factors. Methods of assisting persons to adjust to problems of disability.

314. *Special Problems in Rehabilitation*. I, II. 3 hr. PR: Graduate standing and consent. Rehabilitation theory and techniques in problems such as blindness, epilepsy, and mental retardation. Concentrated study in special institutes.

320. *Career Development and Job Placement*. II. 3 hr. PR: Consent and graduate standing in social sciences or education. Principles and methods involved in the vocational counseling and placement of disabled persons. The use of occupational and educational information. Theories of career development, occupational analysis, and job placement in rehabilitation.

321. *Vocational Evaluation Systems and Techniques*. II. 3 hr. PR: REHB 300. An introduction to vocational evaluation. Formal and informal vocational evaluation systems and procedures will be explored with the goal of preliminary development of individualized evaluation plans.

322. *Advanced Vocational Evaluation Techniques*. S. 3 hr. PR: REHB 321. Advanced vocational evaluation systems including empirically based and informal systems will be studied. Emphasis will be on administration, scoring and interpretation, particularly as it relates to handicapped populations with specific evaluation problems.

323. *Seminar in Vocational Evaluation Services*. S. 3 hr. PR: REHB 321 and consent. Supervisory and professional issues in vocational evaluation services with an emphasis on standards, methods, procedures and resources for developing and maintaining vocational evaluation services.

374. *Field Work in Rehabilitation*. I, II, S. 1-6 hr. PR: Consent. Supervised field work experience in rehabilitation settings to provide rehabilitation counseling students with a more adequate orientation to their profession.

391. *Advanced Topics*. I, II, S. 1-6 hr.

462. *Clinical Conference in Vocational Rehabilitation*. II. 3 hr. PR: REHB 300, graduate standing, and consent. Exploration and evaluation of current methods of service delivery to vocational rehabilitation clients. Analysis and integration of service systems and the needs of the disabled client.

472. *Counseling Practicum*. I, II, S. 1-4 hr. PR: Graduate standing, liability insurance, and consent. Supervised experience in the application of counseling techniques in the rehabilitation process. Demonstration of high professional standards, counseling skills, and personal characteristics appropriate to the counseling relationship are essential.

475. *Clinical Practice*. 1-15 hr. PR: Consent, following at least one academic semester in the classroom. Clinical practice (internship) in selected agencies, rehabilitation centers, clinics, or hospitals conducting an organized program of services for the physically, mentally, emotionally, or socially handicapped. Practice will be under direct supervision of faculty and agency personnel.

480. *Seminar*. I, II, S. 1-12 hr. PR: Consent. Administration of programmatic research, legal and ethical issues in research and service programs, etc.

481. *Special Topics*. I, II, S. 1-6 hr. PR: Consent. Contemporary issues in the behavioral sciences and rehabilitation.

482. *Workshop in Rehabilitation*. I, II, S. 1-12 hr. PR: Consent. Supervision in the counseling process; vocational evaluation in rehabilitation; utilization of rehabilitation research; contemporary issues in rehabilitation.

491. *Directed Study and Research*. I, II. 1-6 hr. PR: Consent. Readings and/or independent research in related topic.

489. *Teaching in Higher Education*. I. 3 hr. PR: Graduate standing. A general methods course involving instructional concepts and strategies for present/prospective faculty in higher education. Comprehensive consideration of objectives, planning criteria and methods, teaching strategies, and evaluation in meeting the needs of adult learners.

490. *Teaching Practicum*. I, II, S. 1-3 hr. PR: Consent. Intended for graduate students with college teaching responsibility. Provides a supervised experience in a teaching situation. (Graded S or U.)

491. *Advanced Study Project in Education*. I, II, S. 3-6 hr. Research for the program leading to the certificate of advanced study in education.

496. *Advanced Seminar*. I, II. 1 hr. PR: Consent. Opportunity for the advanced graduate student to present the student's research to faculty and/or student groups.

497. *Research*. I, II, S. 1-15 hr.

499. *Colloquium in Curriculum and Instruction*. I, II, S. 1-6 hr. PR: Consent. For graduate students not seeking course work credit, but who wish to participate in academic programs.

Secondary Education

R. Jerrald Shive, Department Chairperson, Curriculum and Instruction

602 Allen Hall

Degree Offered: Master of Arts

The Department of Curriculum and Instruction offers graduate programs and opportunities for research leading to the degrees of master of arts, and doctor of education for professional educators and other professionals for whom advanced study in curriculum and instruction and educational responsibilities is important. Areas of emphasis include secondary education, higher education, and librarian-media education.

Emphases

The major emphases in all programs are curriculum and instruction. Optional tracks in specific subject and program areas are available. Programs are planned jointly by the student, the student's adviser, and the student's committee to meet the career needs of the student. In addition to the general requirements of the University and the College of Human Resources and Education, a core of courses or course areas and supporting competencies is required of all graduate students in the department.

Core

The College of Human Resources and Education offers a master of arts program in secondary education for persons who teach or work in teaching-related situations with adolescents and adults. The purpose of the program is to provide academic experiences to increase skills in teaching and curriculum development and knowledge of a teaching specialization. The program provides the opportunity to specialize in working with students in junior, middle, and high schools and with adults in post-secondary settings. Electives are used to provide a solid basis in the subject area that the student teaches. With adviser approval, electives may also be used to enhance students' personal goals. While teacher certification is not a part of the master's program, students may be able to complete some courses required for certification while working on a graduate degree.

Adult Secondary Education

For further information on admission and program requirements, write Chairperson, Curriculum and Instruction, WVU College of Human Resources and Education, 602 Allen Hall, P.O. Box 6122, Morgantown, WV 26506-6122. All applicants must comply with the requirements of the College of Human Resources and Education.

Secondary Education

	Hours		
	A*	B**	C***
Graduate Courses in Education Program			
C&I 304	3	3	3
ED F 320 or 340	3	3	3
Approved course in Curriculum/Instruction			
in student's content field	3	3	3
Approved course in General Teaching Strategies			
or General Curriculum Development	3	3	3
ED P 320	3	3	0
C&I 391	0	3	0
C&I 497	6	0	0
Approved Education Electives	0	3	6-12
Approved Graduate Courses Outside of			
Education	9	9	12-18
	30	30	36

* Thesis required.

** Problem required.

*** 36 semester hour course work program.

Adviser will provide lists of courses which may be selected, usually courses in the student's content speciality.

Higher Education Curriculum and Teaching		Hours
Graduate Courses in Education		18-24
Required Courses in Education		15
ED F 320 or ED F 340		3
C&I 307		3
C&I 387		3
C&I 489		3
ED P 300		3
Approved Education Electives		3-9
Graduate Courses in an Academic Area		12-18
Total		36

A combination of undergraduate courses and courses in the graduate program is necessary to meet certification requirements.

Librarian/Media Specialist		Program	A ¹	B ²
			Hours	
Required Courses in Education				
C&I 301			3	3
C&I 304			3	3
C&I 387			3	3
ED F 320 or ED F 340			3	3
Courses in Library Science			24	12 ³
Approved Electives			0	12
Total			36	36

¹For those desiring certification as school media specialist K-12. Specific courses in library science are required. For further information, see section on library science.
²For those who already have certification.
³Graduate courses other than those required for certification.

Curriculum and Instruction (C&I)

205. *The Junior High School*. I, II, S. 2 hr. PR: Consent. Developing philosophy, program and practices of the junior high school.

224. *Approaches to Teaching Language*. II. 2 hr. PR: LING 1 and ENGL 111. Designed for prospective teachers of English and language arts. Focus is upon planning and implementing methods of teaching English as a language. Materials and resources appropriate to public school instruction are analyzed and utilized.

225. *Approaches to Teaching Literature*. II. 2 hr. PR: Junior standing. Designed for prospective teachers of English and language arts. Course focuses upon methodologies for teaching literature in public schools. Workshop format will provide opportunities for peer teaching activities as students apply methods of teaching literature.

280. *Special Problems and Workshops*. I, II, S. 1-4 hr. (Maximum of 8 semester hours may be applied toward the master's degree.) PR: 14 hr. in education. Credits for special workshops and short intensive unit courses on methods, supervision, and other special topics.

287. *Advanced Clinical Experience*. I, II, S. 1-6 hr. PR: Consent. Clinical experience in teaching-learning situations at any level.

300. *U.S. Education for International Students*. I, 3 hr. PR: International students with graduate status and developing oral and written English skills. To assist international students in understanding the U.S. system of education. Included: dominant U.S. values related to education; structure of U.S. education at all levels; models and strategies; field trips; international comparisons.

304. *The Secondary School Curriculum*. I, II, S, 3 hr. PR: High-school teaching experience or consent. Emphasizes socioeconomic and cultural influences on the curriculum; principles of curriculum development; curriculum building in the various teaching fields; techniques of experimentation and evaluation; and practice in curriculum building with special emphasis on unit construction.

306. *Curriculum for Middle Childhood*. I, S, 3 hr. Survey course which includes: historical, social, and cultural influences on the curriculum; the learner characteristics; curriculum and instructional organization and their relationship to facilities available; evaluation and implementation of middle childhood curriculum.

307. *Curriculum Development*. I, II, S, 3 hr. PR: C&I 301 or 304 or 312 and ED F 320 or consent. Basic foundation in the concepts underlying the school curriculum in American society.

308. *Introduction to Alternative Learning Environments*. (Alternate Years.) 3 hr. This course will provide opportunities for educators to explore and analyze the trends and issues in alternative learning environments in public education.

309. *Experiences in Alternative Learning Environments*. S. (Alternate Years.) 6 hr. PR: C&I 308, ED F 320, consent. This course helps teachers to learn and practice the skills that are needed to be an effective teacher in an alternative teaching environment.

323. *Contemporary Issues in English Education*. I, 3 hr. PR: Graduate standing. Provides the student with a knowledge of several contemporary issues in English teaching which have immediate and long-range ramifications for secondary-school English instruction. 1 hr. lec., 2 hr. seminar.

324. *Advanced Methods in English Education*. II, 3 hr. PR: Graduate standing. (For classroom teachers of English.) Will involve an analysis of recent trends and innovations in methodology. Readings and discussions will lead to the development of instructional strategies and units for secondary English classrooms. 1 hr. lec., 1 hr. lab., 1 hr. seminar.

333. *Corrective Techniques in Mathematics Education*. I, S, 3 hr. PR: Consent. Materials and methods used in diagnosis and remediation of learning difficulties in mathematics.

334. *Mathematics in the Secondary School*. I, S, 3 hr. PR: Consent. Patterns of mathematics curriculum in the secondary school; practices in teaching mathematics; preparation, selection and use of instructional materials.

337. *Mathematics in the Junior High School and Middle School*. II, 3 hr. PR: 6 hr. college mathematics or consent. Study of teaching of mathematics in the junior high school and/or middle school; application of mathematics content to teaching; instructional techniques and materials.

354. *Social Studies in the Secondary School*. S. 3 hr. PR: Consent. Nature and function of social studies in the secondary school, utilization of community, state, national, and world resources in teaching; selection of content for teaching purposes, curriculum construction with emphasis on resource and teaching units.

357. *Principles of Economic Education*. S. 3 hr. Workshop for principals, teachers, and supervisors with emphasis on the economic structure of our society and methods of integrating economics into the school program. (Sponsored jointly by College of Human Resources and Education and College of Business and Economics.)

359. *Classroom Simulation Techniques*. II, S. (Alternate Years) 3 hr. To provide experience in the use of learning games and simulations as an instructional technique and the opportunity to develop—under supervision—simulated activities and games to be used in a variety of learning environments.

373. *Professional Development*. I, II, S. 1-6 hr. (May be repeated) PR: Department approval. Specially designed experiences for those interested in advancing professional skills in a particular specialty. Not for degree credit in programs in the College of Human Resources and Education. (Graded as S or U.)

377. *Children's Television: Problems and Potentials*. S. 4 hr. PR: Consent. Provides parents and teachers with strategies for monitoring, evaluating, and directing television viewing habits of youth; pertinent research studies, school and community action programs, and home and school education programs are discussed and practiced.

380. *Special Topics*. I, II, S. 1-6 hr. PR: Consent.

383. *Seminar*. I, II, S. 1-6 hr. PR: Consent.

385. *Supervision of Student Teachers*. I, II, S. 3 hr. PR: Consent. For persons working or intending to work with education students in field experiences. Course focuses on the development and application of supervisory skills involved in effective guidance of student teachers and education students.

386. *Teaching Strategies for Middle Childhood*. II, S. 3 hr. Surveys instructional strategies appropriate for facilitating preadolescent learning. Including the role of the teacher, how the teacher uses resources within and outside the classroom as they relate to instruction of the learner ages 10-14 years.

387. *Advanced Teaching Strategies*. I, II, S. 3 hr. PR: Graduate standing. Deals with methods as one critical variable in teaching. Examines the ways and means to describe, plan the use of, implement and evaluate teaching methods. Analysis and implementation of teaching methods and component skills of teaching.

388. *Classroom Organization and Management*. I, S. 3 hr. Discusses research identifying components of classroom organization and environment which influence learning; reviews teacher behaviors and learning activities which research indicates lead to more effective teaching. Stresses implementation strategies relevant to classroom settings.

389. *Education That Is Multicultural*. I, S. 3 hr. PR: Graduate standing or consent. Provides opportunities for educators to increase awareness of their own ethnic backgrounds, foster understanding of racial/ethnic diversity, and develop appropriate teaching materials and methods for elementary and secondary curricula.

391. *Advanced Topics*. I, II, S. 1-6 hr.

395. *Practicum*. I, II, S. 1-12 hr. per sem. or session—aggregating not more than 12 hr. PR: 9 graduate hours in education. Enrollment with permission of adviser or instructor in consultation. Special individual and group projects. To provide appropriate residence credits for special workshops, prolonged systematic conferences or problems and projects in education.

407. *Instructional Models of Teaching*. II. 3 hr. PR: ED F 320 or consent. Concepts and processes involved in teaching and their relationship to the development of teacher education programs.

408. *Contemporary Determinants of Curriculum*. II, S. 3 hr. PR: C&I 307 and ED F 340 or consent. Contemporary determinants of curriculum development.

409. *Curriculum Theories*. I, II, S. 3 hr. PR: C&I 408 or consent. Theories underlying curriculum from the past to the present and projected to the future.

410. *Advanced Supervision*. 3 hr. PR: Consent. Exploring theories, research, and practice of pre-service and in-service instructional supervision in the classrooms of novice and mature teachers. (Also listed as ED A 410.)

438. *Survey of Major Issues in Mathematics Education*. II, S. 3 hr. PR: Consent. Individual and group research on selected topics in mathematics education.

457. *Social Studies Curriculum Development, K-12*. I. 3 hr. PR: C&I 301 or 304 and C&I 350 or 354. Stresses the application of principles and procedures pertinent to the development of social studies programs in elementary and secondary schools. Strong emphasis will be placed on the analysis of current social studies curriculum materials.

460. *Planning Programs and Courses for Vocational Agriculture Department*. I, S. 2 hr. PR: C&I 188. Gathering data, studying the farming problems of all-day students, young farmers, and adult farmers, and planning the total program for the department.

487. *Teaching Effectiveness*. 3 hr. PR: Advanced graduate standing or consent. Explores twentieth century ideas/attitudes toward effective teaching from a variety of perspectives; investigates understandings of teacher, learner, content and environment; examines how questions asked reveal thinking regarding interaction of elements of teaching/learning situation.

488. *Higher Education Curriculum*. II. 3 hr. An analysis of evaluation of post-secondary curriculum with emphasis on organizing, translating, and applying findings. Topics include curriculum-shaping forces; institutional patterns; policy, components and change; and principles and techniques of development, experimentation, and evaluation.

Special Education

Wilfred D. Wienke, Department Chairperson

504 Allen Hall

Degrees Offered: Master of Arts

Area of Emphasis for Doctor of Education

M.A. The program leading to the M.A. in special education is designed to prepare master-clinical teachers of special education children and adults and to provide initial training for the preparation of future supervisors and administrators of public-school special education programs. The College of Human Resources and Education awards the doctor of education which may include an emphasis on special education. The Ed.D. with emphasis in special

Special Education

education is an individually prescribed program designed to prepare persons for roles in special education personnel preparation, supervision, administration, and applied research. The programs also prepare professionals for emerging roles associated with interdisciplinary services to persons requiring special education, resources, or support for enhanced development. A particular focus of the program is the delivery of services in rural areas.

All applicants must comply with WVU general requirements and requirements of the College of Human Resources and Education and the special education program. The teacher certification requirements are based on the 1985 Policy 5100 *Standards for Certification*.

Behavioral disorders K-12	Program
Early intervention (pre-school) special education	Options
Gifted education	
Mentally impaired (mild and moderate)	
Severe/profound handicaps	
Specific learning disabilities K-12	
Students are admitted as regular, provisional, or non-degree students as follows:	Admission
<ul style="list-style-type: none"> •The individual who meets the admission requirements is granted regular status as a degree seeking student or a certification and degree seeking student; 	Regular
<ul style="list-style-type: none"> •The individual who has an earned baccalaureate degree from a regionally accredited college or university but who does not meet admission requirements may be granted provisional status in the program. This status allows the student an opportunity to remediate deficiencies in grade-point average or other requirements in order to achieve regular status. This status is most commonly afforded students with either no or insufficient training in education; 	Provisional
<ul style="list-style-type: none"> •The individual who has an earned baccalaureate degree and teaching certificate from a regionally accredited college or university but who does not seek the master's degree may be admitted as a non-degree student, which allows the student to take courses for professional development and for additional professional endorsement. 	Non-Degree
Full status admission to the programs occurs when the following admission criteria have been met:	Criteria
<ul style="list-style-type: none"> •An earned baccalaureate degree from a regionally accredited college or university. • A minimum grade-point average of 2.75. • Teaching certification in early or elementary education. 	
For certification in K-12 programs, holders of a valid professional teaching certificate for elementary education or early childhood education must fulfill the core area requirements and the teaching certification requirements for their program area. Holders of professional teaching certificates in other areas, such as secondary education, must achieve an acceptable level of performance, as designated by the West Virginia Department of Education, on the multi-subjects content specialization test and fulfill the core area requirements and the teaching certification requirements for their program area.	Certification Criteria
Students who do not have a valid professional teaching certificate but who want certification in the various special education areas of specialization must meet the following criteria:	
<ul style="list-style-type: none"> • Students must achieve an acceptable level of performance, as deter- 	

- Students must satisfy the teaching certification requirements for their program area, including the core courses.

Students who do not meet skill/proficiency score requirements for admission may choose to avail themselves of the numerous remediation options available on campus. These include the Reading Clinic, the Microcomputer Laboratory, and the Learning Center.

Retention in a program requires an overall 3.0 GPA.

GPA

Curricula Core

B. Teacher Certification Behavior Disorders Area Requirements

Behavior Disorders

Learning Disabilities

SPED 330 <i>Introduction to Specific Learning Disabilities</i>	3
SPED 332 <i>Teaching Strategies of Specific Learning Disabilities</i>	3
SPED 487 <i>Practicum: Learning Disabilities</i>	3-6
Total	9-12

Mental Impairments

SPED 360 <i>Introduction to Mental Retardation</i>	3
SPED 362 <i>Teaching Strategies: Mental Retardation</i>	3
SPED 487 <i>Practicum: Mentally Retardation</i>	3-6
Total	9-12

E. Teacher Certification Gifted Education Area Requirements	Gifted
SPED 300 <i>Introduction to Special Education</i>	3
SPED 302 <i>Special Education Assessment</i>	3
SPED 370 <i>Introduction to the Gifted</i>	3
SPED 371 <i>Educational Development of the Gifted</i>	3
SPED 372 <i>Teaching Strategies: Gifted Education</i>	3
SPED 487 <i>Practicum: Gifted Education</i>	3-6
Total	18-21
F. Additional Requirements for Master's Degree	Additional Requirements
ED P 320 <i>Introduction to Research</i>	3
SPED 380 <i>Culminating Project</i>	3
SPED 382 <i>Computer Applications in Special Education</i>	3
Total	9
Planned Electives—(minimum for degree)	3-18
F. Teacher Certification Severe/Profound Handicaps Area Requirements	Severe/ Profound
SPED 320 <i>Curriculum: Severe Handicaps</i>	3
SPED 322 <i>Characteristics and Methods: Physical Handicaps</i>	3
SPED 323 <i>Family/Professional Consultation: Developmental Handicaps</i>	3
SPED 324 <i>Classroom-based Communication Intervention: Developmental Handicaps</i>	3
SPED 325 <i>Secondary/Adult Programming: Severe Handicaps</i>	3
SPED 327 <i>Assessment: Developmental Handicaps</i>	3
SPED 328 <i>Instructional Programming: Developmental Handicaps</i>	3
SPED 329 <i>Managing Challenging Behaviors: Severe Handicaps</i> ..	3
SPED 487 <i>Practicum: Severe and Profound Handicaps</i>	6
Total	30
H. Teacher Certification Early Intervention/Preschool Handicaps Area Requirements	Early Intervention
C&I 380 <i>Early Education Curriculum: Preschool Handicaps</i>	3
ED P 391 <i>The Growing Years</i>	3
SPED 322 <i>Characteristics and Methods: Physical Handicaps</i>	3
SPED 323 <i>Family/Professional Consultation: Developmental Handicaps</i>	3
SPED 324 <i>Classroom-based Communication Intervention: Developmental Handicaps</i>	3
SPED 326 <i>Program Management: Young Handicapped Children</i> ..	3
SPED 327 <i>Assessment: Developmental Handicaps</i>	3
SPED 328 <i>Instructional Programming: Developmental Handicaps</i> ..	3
SPED 487 <i>Practicum: Early Intervention</i>	6
Total	30
Planned Electives (minimum for degree)	6
	Electives

Problem/ Thesis	I. Problem or Thesis Area Requirements
	STAT 311 <i>Statistical Methods</i> or
	ED P 320 <i>Introduction to Research</i> 3
	SPED 395 <i>Problem in Special Education</i> or
	SPED 497 <i>Research</i> 3-6
	SPED 480 <i>Seminar</i> 3
	Total 9-12
	Elective Requirements 12-15

Approved Electives

COUN 305, 464
C&I 330, 333, 340
ED F 320, 340
ED P 300, 320, 330, 333, 341, 342, 343, 350, 420, 440, 450, 451
PSYC 263, 264, 271, 281, 282, 322, 423
RDNG 283, 321, 324, 325, 330, 331, 340, 342
SPED 255, 281, 322, 323, 324, 330, 340, 360, 365, 381, 395, 480,
481, 487, 496
STAT 311, 312

Others by approval of adviser.

Doctor of Education All applicants must comply with the requirements of WVU, the College of Human Resources and Education, and the special education program. Additional entrance requirements are as follows:

- Completion of a master's degree, preferably in special education.
- Graduate grade-point average of 3.5.
- Three letters of reference addressing the candidate's past performance and qualities which would make the person suitable for doctoral-level study.
- Work experience in special education or with exceptional persons.
- Submission of Graduate Record Examination or Miller Analogies scores in support of potential for success in doctoral-level study.
- Well defined goal statement.

Admissions are open year round and inquiries should be addressed to Chairperson, Doctoral Admissions Committee, Special Education Program, College of Human Resources and Education, West Virginia University, P.O. Box 6122, Morgantown, WV 26506-6122

Program of Study Programs of study comply with all applicable institutional requirements, but typically they include course work in excess of the minimum college requirements because of the clinical nature of special education. Programs are designed by the doctoral student, the student's adviser, and the doctoral committee to best meet the student's career goals.

The leadership training provided through this program of studies draws on the many available strengths and resources of a major university. Development of research skills is a major focus of the program, along with advanced training related to the education, development, and habilitation of persons with exceptional needs. Normally, students take course work in a number of programs and colleges in order to take advantage of available interdisciplinary resources. The program encourages study and involvement with faculty from a broad range of disciplines in order to best prepare doctoral students to meet their individual career aspirations as leaders in special education.

Required Courses Major Area	24 Hours Minimum	Required Courses
SPED 470 <i>Advanced Professional Knowledge: Special Education</i>	3	
SPED 471 <i>College instruction/Supervision: Special Education</i>	3	
SPED 472 <i>Professional Writing/Grant Writing: Special Education</i>	3	
SPED 474 <i>Analyzing/Interpreting Research: Special Education</i>	3	
SPED 478 <i>Higher Education Technology : Special Education</i>	3	
SPED 479 <i>Current Issues/Trends: Special Education</i>	3	
SPED 483 <i>Internship in College Instruction</i>	2	
SPED 484 <i>Internship in Practicum Supervision</i>	1	
SPED 485 <i>Internship in Research</i>	3	
Dissertation Research	6 hours minimum	
SPED 497 <i>Research</i>	6-15	
Required Courses: Minor Area	18 hours minimum	
See discipline area requirements		
Required Courses: Foundation Area	18 hours minimum	
PSYC 311 or ED P 311 or STAT 311 or Statistical Methods 1	3	
PSYC 312 or ED P 312 or STAT 312 or Statistical Methods 2	3	
ED P 423 <i>Designing single course/Group Research</i>	3	
Educational Foundations	6	

Special Education (SPED)

300. *Introduction to Special Education*. 3 hr. Comprehensive overview of exceptionalities which require special education. (3 hr. lec.)

301. *Special Education Curriculum and Methods*. 3 hr. Educational needs of students with mild/moderate learning problems in the categorical areas of retardation, behavior disorders, and learning disabilities. (3 hr. lec.)

302. *Special Education Assessment*. 3 hr. Development of expertise in various forms of cognitive and effective assessment techniques, understanding psychoeducational needs of exceptional learners, and designing appropriate educational prescriptions from assessment protocols. (3 hr. lec.)

303. *Classroom/Behavior Management: Special Education*. 3 hr. Theory and classroom application of procedures to implement behavior changes in children with mild/moderate handicaps and problems; effective group and individual behavior management. (3 hr. lec.)

320. *Curriculum: Severe Handicaps*. 3 hr. PR: Consent. Focuses on evaluation of curricula and programs for severely and profoundly handicapped students. Task analysis and programming of longitudinal skill sequences are discussed for the following skill areas: pre-academics, academics, motor, self-help, and social. (Consult program for course offering.)

322. *Characteristics and Methods: Physical Handicaps*. 3 hr. PR: Consent. Characteristics and educational implications of physical, neurological, and sensory impairments along with positioning, handling, and other management strategies, selection, design and use of adaptive equipment, training programs for feeding, toileting, dressing, and motor skills.

323. *Family/Professional Consultation: Developmental Handicaps*. 3 hr. Strategies and interpersonal skills for needs assessment, in-service training, conferencing, parental involvement, and interagency collaboration in educational programs for at-risk children, infants and preschoolers with handicaps, and other persons with severe disabilities.

324. *Classroom-Based Language Intervention: Handicapped Populations*. 3 hr. PR: Consent. Design and implementation of training programs for at-risk children, handicapped infants and preschoolers, and persons with severe disabilities.

325. *Secondary/Adult Programming: Severe Handicaps*. 3 hr. PR: Consent. Focuses on the education of secondary-level and adult severely handicapped persons. Methods and materials in areas of vocational training, home living, community living, recreational and leisure skills, and sex education. (Consult program for course offering.)

326. *Managing Programs: Young Handicapped Children*. 3 hr. PR: Consent. Management skills to serve young handicapped and at-risk children, including home-based, center-based, self-contained, and mainstreamed models.

327. *Assessment: Developmental Handicaps*. 3 hr. PR: Consent. Principles and practices of assessment, legal and ethical issues, individualized educational programs for at-risk children, handicapped infants and preschoolers, and persons with severe disabilities.

328. *Instructional Programming: Developmental Handicaps*. 3 hr. PR: Consent. The design, delivery, and evaluation of instruction for at-risk children, handicapped infants and preschoolers, and persons with severe disabilities.

329. *Managing Challenging Behaviors: Severe Handicaps*. 3 hr. Strategies for functional analysis, prevention, intervention, and crisis management, of self-injury, stereotypes, self-stimulation, noncompliance, and aggression; legal and ethical issues in management of problem behavior. (3 hr. lec.)

330. *Introduction to Specific Learning Disabilities*. 3 hr. PR: Consent. Historical, etiological, educational, and legislative aspects of, and multidisciplinary approaches to, the learning disabled child.

332. *Teaching Strategies in Specific Learning Disabilities*. 3 hr. PR: SPED 330, 331, consent. Curriculum planning, informal diagnosis, techniques, teaching strategies in specific areas, opportunities to use strategies in student designed programs.

340. *Introduction to Behavioral Disorders*. 3 hr. PR: Consent. Historical trends in the education of the behaviorally disordered child. Educational and behavioral management techniques and trends for the future.

342. *Teaching Strategies: Behavior Disorder*. 3 hr. Practical application of instructional methods for students with behavior disorders: assessment, management, and cognitive behavioral curriculum.

360. *Introduction to Mental Retardation*. 3 hr. Mental retardation from historical, etiological, and educational perspectives; the impact of PL94-142 on special education. (3 hr. lec.)

362. *Teaching Strategies: Mental Retardation*. 3 hr. Curriculum development based upon individual needs; application of classroom instructional methods for students with mild/moderate mental retardation.

365. *Administration and Supervision of Programs for Exceptional Children*. 3 hr. PR: Consent. Administration and supervision with attention to: selection and placement procedures; facilities and equipment; local, state, federal legislation; and philosophy and recent research. (Consult program for course offering.)

370. *Introduction to the Gifted*. 3 hr. PR: SPED 250 or consent. An introductory course concerning characteristics of gifted and talented children and implications these factors have for education. Included will be definition, characteristics, history and philosophy of special programs, identification procedures, and development of program prototypes.

371. *Educational Development of the Gifted*. 3 hr. PR: SPED 302, SPED 370 or consent. Analysis of the educational and psychological development of gifted individuals as evidenced through research studies; the application and interpretation of the Structures of Intellect model of multifactor intellect, and the interrelatedness between creativity and giftedness.

372. *Teaching Strategies: Gifted Education*. 3 hr. Development of qualitatively different educational experiences for gifted students. Models of differentiation in content, process, and product in academic areas.

380. *Culminating Project*. 3 hr. PR: ED P 320 and consent. Completion of master's program; projects in applied research, curriculum development, or program design serve as exit examinations. (3 hr. lec.)

381. *Special Topics*. 1-6 hr. PR: Consent. Special topics or research in mental retardation and in exceptional children and adults.

382. *Computer Applications in Special Education*. 3 hr. Implementing computer assisted instruction in the special education classroom; the computer as a tool to prepare and monitor instruction. (3 hr. lec.)

391. *Advanced Topics*. 1-6 hr.

395. *Problem in Special Education*. 3 hr. Research for master's degree in special education.

397. *Master's Degree Research or Theory*. 1-15 hr.

470. *Advanced Professional Knowledge: Special Education*. 3 hr. Advanced foundations of special education and disability services; historical trends and philosophical perspectives; comparative international practices; policy formulation and analysis; and advocacy roles and activities.

471. *College Instruction/Supervision: Special Education*. 3 hr. Design, delivery and evaluation of college courses in special education and disability services; observation, supervision and evaluation of student teaching and practicum experiences; issues and trends in special education teacher education.

472. *Professional Writing/Grant Writing: Special Education*. 3 hr. Writing for professional publication in special education and disability services; review and editing of the written works of others; grant writing and review for private foundations or state and federal agencies.

474. *Analyzing/interpreting Research: Special Education*. 3 hr. Research literature in special education and disability services; formulation of research questions; translation of research questions into appropriate research designs and proposals.

478. *Higher Education Technology: Special Education*. 3 hr. Review of research for computer-assisted instruction and applied technology with special populations; use of computer tools for research and productivity in special education and disability services; authoring computer-based materials with hypermedia programs.

479. *Current Issues/Trends: Special Education*. 3 hr. Analysis, discussion and research review of contemporary issues and trends in special education and disability services; selecting and defending a position on a variety of legal, ethical, social and programmatic issues.

480. *Seminar*. I, II, S. 1-6 hr. PR: Consent. Special topics concerned with the educational, sociological, and psychological aspects of special education.

481. *Problem-Solving for Gifted Students*. 1 hr. PR: Consent. Themes and issues are addressed across sets of disciplines, enabling students to comprehend the character and elements of problem-solving, the similarities and differences between each discipline's application, and use of various problem-solving approaches.

483. *Internship in College Instruction*. 1-9 hr. PR: SPED 471. Supervised experience in design, delivery and evaluation of a college course in special education or disability services. (1-9 hours field experience.)

484. *Internship in Practicum Supervision*. 1-9 hr. PR: SPED 471. Supervised experience in observing, supervising and evaluating student teacher performance in a practicum setting in special education or disability services.

485. *Internship in Research*. 1-15 hr. Supervised experience in design, conduct, analysis and report preparation of empirical, applied or policy analysis research in special education or disability services.

487. *Practicum*. 1-12 hr. PR: Consent. Internship, advanced student teaching in each certification area, and administration and supervision practicum. (Graded as S/U.)

490. *Teaching Practicum*. 1-3 hr. PR: Consent. Intended for graduate students with college teaching responsibility. Provides a supervised experience in a teaching situation. (Graded as S/U.)

491. *Advanced Study Project in Special Education*. 3-6 hr. Research for the program leading to the Certificate of Advanced Study in Special Education. (Consult program for course offering.)

496. *Advanced Seminar*. 1-6 hr. PR: Consent. Designed to permit graduate students an opportunity to present research to the assembled faculty and graduate study body. (Graded as S/U.) (Consult program for course offering.)

497. *Research*. 1-15 hr.

498. *Thesis*. 2-4 hr. PR: Consent. (Graded as S/U.)

499. *Colloquium in Special Education*. 1-6 hr. PR: Consent. For graduate students not seeking course work credit, but who wish to participate in academic programs.

Speech Pathology and Audiology

Dennis M. Ruscello, Chairperson

805 Allen Hall

Degree Offered: Master of Science

Students applying for programs leading to degrees in speech pathology and audiology must comply with general WVU requirements and the requirements of the College of Human Resources and Education and of the Department of Speech Pathology and Audiology.

The Speech Pathology and Audiology Graduate Affairs Committee accepts those applicants they believe will be successful in the graduate program. The number of applicants accepted depends upon the number of qualified applicants, the size of the speech pathology and audiology graduate faculty, and the facilities available for acceptable academic, clinical, and research training.

The master of science degrees in speech pathology and audiology are competency-based programs. Students are expected to achieve a minimum competency level of B or S in each required course. If a student receives a grade of C or U (or lower) in a required course, he/she must meet with his/her academic adviser and/or academic graduate committee before beginning additional course work. The course instructor in conjunction with the academic adviser or committee will recommend the appropriate steps to meet the minimum standards of professional competency.

In addition to the requirements listed in the Human Resources and Education introduction, the M.S. in speech pathology and Audiology requires:

- A minimum of 42 semester hours of approved graduate courses (including six hours of clinical practicum) in speech and hearing sciences, speech-language pathology, audiology, and other related areas to attain professional competence;
- Three semester hours of clinical practicum during each regular semester and two additional semester hours of practicum during the summer; six of these hours count toward the 42 semester hour requirement.
- A 3.0 grade-point average for all courses taken for credit toward the graduate degree.
- Successful performance during the last semester of graduate study on the NESPA examinations.
- Demonstration of professional competence in speech and/or hearing as measured by fulfillment of the academic and clinical practicum requirements established by the faculty.

A minimum of five consecutive semesters (including summer sessions) is required for master's candidates with a background in speech and hearing. For candidates without a background in speech and hearing, a minimum of seven semesters is required for completion of the master's degree.

The Department of Speech Pathology and Audiology is accredited by the Educational Standards Board (ESB) of the American Speech-Language-Hearing Association for both the speech-language pathology and audiology training programs.

Admission

Requirements

Courses

Clinical
Practicum

GPA

NESPA

Time

Accreditation

Speech Pathology and Audiology (SPA)

210. *Manual Communication*. I, II. 3 hr. PR: Consent. Development of skills needed to communicate in sign language. Includes the manual alphabet, basic number concepts, and the basic vocabulary of traditional American signs.

212. *Intermediate Manual Communication*. II. 3 hr. PR: SPA 210 or consent. Improve skills needed to communicate in sign language. Includes increasing sign language vocabulary, practicing finger spelling, and communicating with signs.

218. *Introduction to Identification Audiometry*. I. 3 hr. PR: SPA 50 or 250; 152; 153; 154; or consent. Disorders of hearing and identification audiometry for infants, pre-school and school age children. Basic introduction to industrial hearing conservation.

223. *Aural Rehabilitation*. II. 3 hr. PR: SPA 220 or consent. Rehabilitative approaches to management in the auditorially handicapped individual. Medical, audiological, and social aspects of rehabilitation. Procedures of speech reading and auditory training will be examined and evaluated.

232. *Advanced Clinical Methods: Speech*. II. 3 hr. PR: SPA 132 or consent. Specific clinical procedures in speech pathology. Assessment and treatment strategies appropriate for various communicatively handicapped populations, report writing skills, referrals to professionals, and client-clinician-supervisor relationships.

233. *Advanced Clinical Methods: Audiology*. II. 3 hr. PR: SPA 133 or consent. Basic audiometric techniques. Pure tone testing, speech audiometry, masking, audiogram interpretation, and report writing.

243. *Audiological Assessment Procedures*. I. 4 hr. PR: Consent. Advanced application of audiometric evaluation procedures. Assessing hearing handicap and planning appropriate rehabilitation.

250. *Speech-Language-Hearing: Development-Disorders*. I, II, S. 3 hr. (Non-majors). PR: Consent. Discussion of normal processes and disorders of speech, language, and hearing in children and adults. Orientation course for students and teachers in early childhood, elementary, and secondary education, language arts specialists, psychologists, and rehabilitation specialists.

251. *Cleft Palate and Voice Disorders*. II. 3 hr. PR: SPA 50 or consent. Normal vocal production and embryological development of the face and palate considered. Nature and etiology of disorders of cleft palate and voice, diagnosis, and general goals of therapy.

252. *Stuttering*. I. 3 hr. PR: SPA 50. Development of normal fluency versus nonfluency examined in addition to the nature, etiology, theories, classification, and prognostic indicators of stuttering. General formal and informal assessment, treatment, and counseling procedures.

253. *Cerebral Palsy and Aphasia*. I. 3 hr. PR: SPA 50 or consent. Speech and language disorders related to cerebral injury, with emphasis on nature and etiology of cerebral palsy and aphasia. Diagnosis and general goals of therapy.

254. *Language Acquisition and Behavior*. I. 3 hr. Normal processes involved in the acquisition of language, including the development of phonological, semantic, and

syntactical systems. Application of these processes to the diagnosis and treatment of language disorders.

257. *Public School Clinical Programs*. I. 3 hr. PR: SPA 50 or consent. Organization and structure of clinical programs in public school settings. Discussion of state and federal regulations, case selection, scheduling, program planning, and other administrative matters.

260. *Language Disorders In Children*. II. 3 hr. PR: SPA 254 or consent. Assessment and remediation procedures are examined. Utilization of current tests and analysis procedures in diagnosis are presented. Treatment approaches include commercially available programs and student-developed treatment strategies.

265. *Parent Programs: Communicatively Disordered Children*. II. 2 hr. Students will learn to organize and implement parent involvement programs in a variety of settings, interview parents, conduct conferences, utilize appropriate materials, and interact effectively with parents of communicatively handicapped children through lectures and practice.

280. *Oral/Written Skills for Professionals*. II. 3 hr. Designed for improvement of the student's professional skills—specifically oral and written. Emphasis is on report writing, letter writing, resume writing, listening, interviewing, group problem solving, leadership, persuasion, and public speaking.

281. *Special Topics*. I, II, S. 1-6 hr. per sem.; max. credit 6 hr. PR: Consent. Independent study in speech pathology, audiology, and speech and hearing sciences.

282. *Clinical Practice in Speech*. I, II, S. 1-6 hr. PR: Consent. Supervised diagnosis and therapy of speech disorders.

283. *Clinical Practice in Audiology*. I, II, S. 1-6 hr. PR: Consent. Supervised diagnosis and therapy of hearing disorders.

285. *Hearing Impaired Children in Schools*. S. 3 hr. Audiology in the public school classroom; remediation for the hearing-impaired child.

320. *Introduction to Research*. I. 3 hr. PR: Consent. Discussion of research including experimental design and data analysis found in speech/language pathology, audiology and speech and hearing sciences literature. Interpretation and application of findings to communication disorders is emphasized. 3 hr. lec.

321. *Structure and Function of the Auditory System*. I. 3 hr. PR: Consent. Detailed study of the gross and microscopic anatomy of the auditory system, and detailed investigation of physiological aspects of auditory sensitivity and acuity.

322. *Advanced Audiological Assessment*. I. 3 hr. Various audiological techniques utilized in differential diagnosis of auditory dysfunction. Administration and interpretation of diagnostic techniques.

323. *Advanced Study: Aural Rehabilitation*. 3 hr. Identification of candidates for aural rehabilitation; evaluating degree of handicap; introduction to speech, language, education, and academic achievement of hearing impaired children; auditory, visual, and combined methods of rehabilitation; aural rehabilitation counseling. 3 hr. lec.

324. *Central Auditory Disorders*. 3 hr. PR: SPA 322 or consent. Pathology and audiometric site-of-lesion testing of the central auditory nervous system. 3 hr. lec.
325. *Hearing Aids*. I. 3 hr. PR: SPA 322. Electronic design of amplification systems and acoustics analysis of amplification systems. Hearing aid evaluation procedures.
326. *Pediatric Audiology*. S. 3 hr. A study of the development of the auditory response and hearing problems of early childhood. Student will learn the construction and application of specialized assessment techniques suitable for the pediatric patient.
327. *Pathologies of the Auditory System*. S. 3 hr. PR: Consent. Investigation of the nature and etiology of auditory system pathologies from the external ear to the auditory cortex and their audiological manifestation.
330. *Industrial and Environmental Audiology*. II. 3 hr. A study of various noise parameters, instrumentation for noise measurement, and measurement techniques. Effects of noise on man and industrial hearing conservation procedures discussed.
340. *Experimental Phonetics*. II. 3 hr. PR: SPA 152 or consent. Discussion of contemporary topics in the speech and hearing sciences, including acoustic and physiological phonetics.
341. *Hearing Science*. II. 3 hr. Audiological instrumentation and competency in calibration, maintenance, trouble shooting, minor repair, and use of instrumentation.
343. *Neurophysiological Basis of Speech and Language*. I. 3 hr. PR: SPA 154, 253, or consent. General and typographic anatomy of CNS, with special attention to motor and sensory systems as they apply to speech, hearing, and language.
344. *Neuropathologies of Speech and Language*. S. 3 hr. PR: SPA 343. Explores methods of identifying and treating speech and language problems associated with nonprogressive and progressive neurological disorders, including cerebral palsy, Parkinson's disease, multiple sclerosis, muscular dystrophy, amyotrophic lateral sclerosis, Bell's palsy, and myasthenia gravis.
350. *Speech and Language Disorders: Assessment-Remediation*. I, II. 3 hr. PR: SPA 250 or consent. Familiarizes the student with the following aspects of speech and language disorders: causes, characteristics, assessment, remediation techniques, and their incorporation into individualized educational programs.
351. *Advanced Voice Disorders*. I. 3 hr. PR: SPA 251 or consent. Management of vocal behavior involved in functional and organic voice disorders. Etiology and pathogenesis, clinical features, history taking, and development of critical listening skills emphasized.
352. *Advanced Stuttering Disorders*. II. 3 hr. PR: SPA 252 or consent. Course content examines factual information and classifications of stuttering. Formal and informal diagnostic techniques and treatment procedures are detailed for individuals who display primary, transitional, and secondary stuttering behaviors. Patient and family counseling are reviewed.
353. *Advanced Study: Aphasia*. II. 3 hr. PR: SPA 343 or consent. Advanced investigation of the etiology, diagnosis, nature, and therapeutic approaches of aphasia, agnosia, apraxia, and dysarthria.

355. *Advanced Study: Cleft Palate. II.* 3 hr. PR: SPA 251 or consent. Investigation of the etiology, diagnosis, nature, and therapy approaches of communicative disorders in persons with cleft palate.
356. *Advanced Articulation Disorders. I.* 3 hr. PR: SPA 156 or consent. Explores the merits of various methods of assessing and treating articulation disorders. Prognostic indicators, behavior modification techniques, and distinctive feature analysis are emphasized.
357. *Professional Issues: Speech Pathology-Audiology. II.* 2 hr. PR: SPA 320. Contemporary professional issues in speech-language pathology and audiology, including accountability, private practice, marketing of services, and employment.
360. *Language Disorders in Children: Assessment. S.* 3 hr. PR: SPA 254. Assessment procedures utilized to identify children with language disorders. Standardized tests and non-standardized analysis procedures are introduced.
361. *Language Disorders in Children: Treatment. S.* 3 hr. PR: SPA 360 or consent. Treatment procedures for children with language disorders are presented. Clinician-oriented and client-oriented approaches are emphasized.
382. *Advanced Clinical Practice in Speech. I, II, S.* 1-6 hr. PR: Consent. Emphasis on diagnosis of speech disorders and appropriate therapeutic follow-up. Patient staffing experience in a multi-disciplined environment.
383. *Advanced Clinical Practice in Audiology. I, II, S.* 1-6 hr. PR: Consent. (May be taken in conjunction with SPA 322.) Supervised experience in administration and interpretation of audiological evaluative procedures. Application of therapeutic techniques in aural rehabilitation.
384. *Externship in Speech Pathology/Audiology. I, II, S.* 1-9 hr. Supervised clinical practicum experience in selected work settings to provide students with a concentrated orientation to the professional work place. Coordination and evaluation is under the direction of faculty.
387. *Special Topics. I, II, S.* 1-6 hr. (May be repeated for credit) PR: Consent. Open to graduate students in speech pathology and audiology who are pursuing independent problems in that field.
480. *Seminar. I, II, S.* 1-6 hr. PR: Consent. Topics vary from semester to semester to meet student needs. Organic speech impairment, speech pathology research, aural rehabilitation research, medical audiology research, etc.
497. *Research. I, II, S.* 1-15 hr.

Technology Education

David L. McCrory, Chairperson

706 Allen Hall

Degree Offered: Master of Arts

Area of Emphasis for the Doctor of Education

The Study of Technology

The program includes the study of technology, the relation of technical systems to the civilization process, and the implications of changes in these systems on the quality of life and the education of citizens. Technology, in its simplest definition, is the study of human techniques for making and doing things, and is primarily concerned with the when, where, how, and why of such techniques, interpreting them in a social context.

The goal of the program is an increased level of understanding about technological systems in order to provide the basis for controlling, directing, and redirecting these systems for the benefit of humankind. Faculty and students in the program are committed to a continuing investigation of the impact of technology on people and society -- including education and the environment. Because such an interdisciplinary study of technology dictates a wide exposure to other disciplines, students are encouraged to take advantage of educational opportunities in other departments within the university community.

Students from all regions of the United States and several other countries are engaged in graduate study at the master's or doctoral level. Their undergraduate preparation varies, ranging from technical fields such as engineering, industrial technology, industrial arts, and journalism to fields such as speech communication, art, and theology.

Academic Common Market

The program is involved in the Academic Common Market of the SREB (Southern Regional Education Board). Students from the southern region (thirteen southern states) should inquire about in-state tuition. Graduate assistantships are frequently available at both the master's and doctoral levels. Information is available upon request.

Admission

All applicants must comply with the general WVU requirements and the requirements of technology education. Admission to the program is contingent upon assessment of official transcripts of all higher education work attempted, letters of recommendation, and the Miller Analogies Test or Graduate Record Examination.

Areas of Concentration

In addition to the study of the interaction between technology and culture, the department has three major technical areas of concentration. Students are expected to focus their course of study on one of these areas:

- Communication and Information Systems—Study of visual, acoustical, telecommunication, and computer systems including the analysis of information transfer and its social/cultural impact.

- Transportation Systems—The study of air, space, terrestrial, and marine systems, including components and social, cultural and environmental impacts.

- Production Systems—The study of manufacturing, construction, and processing systems, including the social/cultural impact of the industrial revolution, automation, and cybernation.

Students may also include in their plans of study special themes related to technology including appropriate technology, curriculum and instructional design in the technologies, energy, environment, international development, public policy, technology assessment, technology and culture, and technology transfer.

The master's degree enables students to select an emphasis of study based on their individual interest, goals, and objectives within the cohesive theme of the study of technology. The program culminates in a master of arts degree in technology education.

Each student's program of study outlines the major courses and activities which the student pursues while engaged in graduate study. It is designed by the student in consultation with a faculty advisor. Programs of study are developed with concentrations in professional development, communication and information systems, or technology and society. Specific emphasis can be placed in areas such as appropriate technology and international or community development.

All master's programs have requirements related to the discipline as well as areas of specialization. Typical master's degree program requirements are ten core credits, 15 credits in the area of the specialization, and 12 credits in the area of research. Specific courses and activities in each of these categories are listed as follows:

	Semester Hours Required	Elective
T E 281 <i>Introduction to Technology</i>	3	Communication and Information Systems
T E 344 <i>Technology and Society</i>	3	
T E 384 <i>Interdisciplinary Seminar</i>	1	
T E 496 <i>Graduate Seminar</i>	1	
Total	10	
T E 215 <i>Introduction to Computers*</i>	3	Core Courses Specializations
T E 216 <i>Computer Applications</i>	3	
T E 217 <i>Basic Programming</i>	3	
T E 310 <i>Contemporary Problems in Communication</i>	3	
T E 311 <i>Technical Development in Communication</i>	3	
T E 372 <i>Development of Instructional Materials</i>	3	
T E 385 <i>Practicum: (a) internship in business, or (b) curriculum development</i>	3	
T E 390 <i>Special Topics: Distance Education</i>	3	
T E 390 <i>Special Topics: Videotext Systems</i>	3	
Totals	6	9**
ED P 320 <i>Introduction to Research***</i>	3	Research
ED P 330 <i>Foundations of Educational Measurement†</i>	3	
T E 397 <i>Master's Degree Research</i>	6	
Total	12	
Totals	28	9
Total Minimum Semester Hours	37	
T E 281 <i>Introduction to Technology</i>	3	Professional Development Core Courses
T E 344 <i>Technology and Society</i>	3	
T E 384 <i>Interdisciplinary Seminar</i>	3	
T E 496 <i>Graduate Seminar</i>	1	
Total	10	
T E 300 <i>Contemporary Problems in Transportation or</i>		Specialization
T E 301 <i>Technical Developments in Transportation</i>	3	
T E 310 <i>Contemporary Problems in Communication or</i>		
T E 311 <i>Technical Developments in Communication</i>	3	
T E 320 <i>Contemporary Problems in Production or</i>		
T E 321 <i>Technical Developments in Production</i>	3	
T E 371 <i>Technology Education Curriculum Development</i>	3	
Electives	6	
Total	9	6'

Research	ED P 320 <i>Introduction to Research†</i>	3
	ED P 330 <i>Foundations of Educational Measurement†</i>	3
	T E 397 <i>Master's Degree Research</i>	6
	Total	12
	Totals	31 6
Total Minimum Semester Hours		37
Technology and Society	T E 281 <i>Introduction to Technology</i>	3
	T E 344 <i>Technology and Society</i>	3
	T E 384 <i>Interdisciplinary Seminar</i>	3
Core Courses	T E 496 <i>Graduate Seminar</i>	1
	Total	10
	T E 245 <i>Women in International Development</i>	3
	T E 280A <i>Shelter Design</i>	3
	T E 280B <i>Renewable Energy Systems</i>	3
Specialization	T E 320 <i>Contemporary Problems in Production*</i>	3
	T E 355 <i>Technology and Environment</i>	3
	T E 357 <i>Alternative Futures</i>	3
	T E 390A <i>Technology and Community Development</i>	3
	T E 390B <i>Technology and Third World Development</i>	3
	Total	9 6**
Research	ED P 320 <i>Introduction to Research***</i>	3
	ED P 330 <i>Foundations of Educational Measurement*</i>	3
	T E 397 <i>Master's Degree Research</i>	6
	Total	12
	Totals	31 6
Total Minimum Semester Hours		37

* A minimum of six semester hours of graduate work in the department must be completed prior to taking this course.

** Three semester hours of the electives can be taken outside of the technology education department.

*** Or approved substitutions.

Ed.D. A plan of study leading to the doctor of education is designed by the student in conjunction with an adviser and faculty committee. The course of study is based on stated philosophy and objectives. Once the plan of study is approved, it becomes a contract between the student and the graduate faculty. Each personal program must include at least two continuous semesters of full-time, in-residence study. A minimum of 72 semester hours beyond the bachelor's degree and a research dissertation are required.

Curriculum The curriculum is oriented toward the development of professional competencies rather than specific course requirements. Generally, the competencies include the ability to interpret and to initiate scholarly research in the discipline of technology, a knowledge of significant technical developments in at least one area of concentration, an understanding of the historical development, cultural impact, and future implications of technology, the ability to develop effective instructional programs in the technologies, and the ability to integrate information from various sources in solving socio-technical problems.

TE 300 <i>Contemporary Problems in Transportation and</i>	3	Core Courses
TE 301 <i>Technical Developments in Transportation or</i>	3	
TE 310 <i>Contemporary Problems in Communication and</i>	3	
TE 311 <i>Technical Developments in Communication or</i>	3	
TE 320 <i>Contemporary Problems in Production and</i>	3	
TE 321 <i>Technical developments in Production and</i>	3	
TE 384 <i>Interdisciplinary Seminar</i>	3	
TE 400 <i>Technology: Its History and Development</i>	3	
TE 404 <i>Readings in Technology and Culture</i>	3	
TE 405 <i>Innovation and Invention</i>	3	
TE 496 <i>Graduate Seminar</i>	1	

Technology Education (T E)

245. *Women in International Development*. To examine the cultural diversities in the definition of women's roles and status, to investigate women's access to education, health, income, credit and technology, and to study women's contributions in third world development.

280. *Special Problems and Workshops*. I, II, S. 1-6 hr. To provide credits for special workshops and short intensive unit courses on special topics.

281. *Introduction to Technology*. 3 hr. An introduction to selected technical concepts and the evolution of the technical systems of transportation, communication, and production, with a focus on the relationship of these systems to technological change and the civilization process.

300. *Contemporary Problems in Transportation*. 3 hr. Technical and social/cultural problems related to efforts in the development and utilization of new and improved modes of transportation.

301. *Technical Developments in Transportation*. 3 hr. Selected developments in transportation technology. Principles, concepts, and processes fundamental to the design and development of transportation systems.

310. *Contemporary Problems in Communication*. 3 hr. Technical and social/cultural problems related to efforts in the development and utilization of new and improved modes of communication.

311. *Technical Developments in Communication*. 3 hr. Selected developments in communication technology; identification of principles, concepts, and processes fundamental to design and development of communication systems.

320. *Contemporary Problems in Production*. 3 hr. Technical and social/cultural problems resulting from efforts in the development and utilization of new and improved methods of producing goods and services.

321. *Technical Developments in Production*. 3 hr. Selected developments in production technology; identification of principles, concepts, and processes fundamental to the design and development of production systems.

330. *Contemporary Problems in Research and Development*. 3 hr. Research and investigation about transportation, communication, and production systems; technical and social/cultural problems related to research and development efforts.
340. *Technology in History*. 3 hr. A study of selected inventions and innovations that have altered the course of humankind, including a technical analysis of each and their contribution to the process of civilization.
344. *Technology and Society*. 3 hr. An analysis of the relationship of technical means, change, and society. Emphasis is on the influence of technical change on social institutions and culture in various societies.
351. *Contemporary Problems in Technology*. 3 hr. PR: T E 340 or 344 or consent. An analysis of current technical and social problems associated with the design, selection, and collective use of technical devices and systems.
355. *Technology and Environment*. 3 hr. PR: T E 340, 344, 351, or consent. A study of communication, production, and transportation systems, their impact on the environment and the analysis of resource management, machines and processes, energy use, health, and resource recovery related to these systems.
356. *Energy and Society*. 3 hr. PR: T E 340 or 344 or consent. An analysis of world energy resources and the problems associated with retrieval and conversion. Includes an analysis of the related social problems of citizen awareness, citizen responsibility, and public policy.
357. *Alternative Futures*. 3 hr. PR: T E 340 or 344 or consent. An overview of forecasting methods with group and individual activities using selected techniques to gain information about the future. Emphasis is on the design and redesign of technical systems for social purpose.
360. *Technical Concepts: How Things Work*. 3 hr. A study of the principles and components of technical devices. An analysis of mechanical, electrical, optical, acoustical, chemical, and pressure elements of technical systems.
371. *Curriculum Development and Physical Facility Design*. 3 hr. PR: T E 340 or 344 or consent. Development of curriculum components for the study of technology and the selection of facility design related to curricula requirements.
372. *Development of Instructional Materials*. 3 hr. PR: Consent. Design and development of media and instructional units for education in the technologies.
373. *Professional Development*. I, II, S. 1-6 hr. (May be repeated. Graded S or U. Not for degree credit.) PR: Consent. Specially designed experiences for those interested in advancing professional skills in the study of technology.
374. *Technology Education: Elementary School*. 3 hr. PR: T E 340, 344 or consent. An overview of technology, its role in society and its place in elementary curricula. Approaches to teaching technology as content and the integration of projects and activities into the elementary-school curriculum.

376. *Technology Education: Middle School*. 3 hr. PR: T E 340, 344, or consent. An overview of technology-related content appropriate for learners, age 10-14. Emphasis is on designing units and courses of study and the selection of instructional methods and materials.
378. *Technology Education: Secondary Schools*. 3 hr. PR: T E 340, 345, or consent. An overview of the content appropriate in technology courses for learners aged 14 and 18. Emphasis is on designing units and courses of study and the selection of instructional methods and materials.
384. *Interdisciplinary Seminar—Technology and Culture*. 3 hr. PR: T E 340, 344, or consent. An analysis of the relationship between individuals, society, and technical systems. Guest presenters assist students in an examination of technology from the perspective of various disciplines.
385. *Practicum*. I, II, S. 1-12 hr. PR: Consent.
390. *Special Topics*. I, II, S. 1-6 hr. PR: Consent.
391. *Advanced Topics*. I, II, S. 1-6 hr.
397. *Master's Degree Research or Theory*. I, II, S. 1-15 hr.
400. *Technology: Its History and Development*. 3 hr. Major technical periods in the civilization process and the interrelationships of technological developments to the social/cultural milieu.
403. *Design in Technology*. S. 3 hr. Study of the design of technical products and systems.
404. *Readings in Technology and Culture*. 3 hr. Fundamental, historical, and contemporary ideas of the nature of technology as an area of created knowledge.
405. *Innovation and Invention*. 3 hr. A study of the innovation and invention process.
480. *Projects in Technology*. I, II, S. 1-6 hr. PR: Consent.
481. *Problems in Technology*. I, II, S. 1-6 hr. PR: Consent.
490. *Teaching Practicum*. I, II, S. 2-4 hr. PR: Consent.
492. *Directed Study*. I, II, S. 1-6 hr. PR: Consent.
493. *Special Topics*. I, II, S. 1-6 hr. PR: Consent.
494. *Special Seminars*. I, II, S. 1-6 hr. PR: Consent.
495. *Independent Study*. I, II, S. 1-6 hr. PR: Consent.
496. *Graduate Seminar*. I, II, S. 1-4 hr. PR: Consent.
497. *Research*. I, II, S. 1-15 hr. PR: Consent.
498. *Thesis*. I, II, S. 1-4 hr. PR: Consent.

Perley Isaac Reed School of Journalism

Emery L. Sasser, Ph.D., Dean

R. Ivan Pinnell, Ph.D., Associate Dean

John H. Boyer, Ph.D., Director of Graduate Studies

The master of science in journalism (M.S.J.) is a program of the School of Journalism, located on the downtown campus in Martin Hall, WVU's oldest building (constructed in 1870). Martin Hall was renovated, refurnished and equipped in 1976-77.

Today, the school has modern broadcast news facilities and state-of-the-art electronic reporting and editing systems. The faculty, through their educational and professional backgrounds in mass communications studies and media-related experiences, are highly qualified to teach mass communications at both the undergraduate and graduate levels. About one-half hold doctoral degrees.

The master's program has granted more than 200 degrees since its first, in 1962. The School of Journalism, established in 1939 and one of the oldest in the United States, is one of 92 such programs accredited by the Accrediting Council on Education in Journalism and Mass Communications. The school has a total of more than 4,000 graduates, the majority of whom have careers in newspaper journalism, broadcasting, advertising, public relations or related fields.

MSJ

The master's program offers students the choice of two tracks—the teaching-research track for persons who wish to go on for a doctoral degree and the professional track for those who wish to enhance their professional opportunities in some area of mass communications.

The program, designed to help each student reach full potential as a practitioner, teacher, or scholar in mass communications, prepares a graduate not only for a first job—those who obtain the master's degree should excel in the skills of the profession—but also for long-term productive career development through the study of mass communications and related fields.

The school is in the process of developing more specialized curricula for persons who aspire to become news or public relations specialists in such fields as business, energy and the environment, science, social relations, education, government, international affairs and sports.

Assistantships

Assistantships available in and through the school each year pay stipends and usually provide tuition remission. Graduate assistants teach laboratories and assist professors with courses. Some work in media-related positions in other programs at WVU.

Admission

For specific admission standards, curricula, or course descriptions, graduation requirements and other detailed information, please refer to the School of Journalism master's program section of this catalog.

Those interested in learning about and applying to the master's program should contact the dean, associate dean or graduate director:

School of Journalism

112 Martin Hall

Box 6010

West Virginia University

Morgantown, WV 26506-6010

Telephone: (304) 293-3505

Graduate Faculty

† indicates regular membership in the graduate faculty.
* indicates associate membership in the graduate faculty.

Professors

- †John H. Boyer, Ph.D. (U. Mo.). Newspaper management, Media law, Women and the media.
- *Robert M. Ours, Ph.D. (C. Wm. & Mary). Journalism history, Magazine and news and feature writing.
- †Emery L. Sasser, Ph.D. (U. Illinois). Dean, Newswriting, Public opinion
- †William O. Seymour, M.A. (E. Tex. St. U.). Photojournalism

Associate Professors

- Mel Elbaum, B.B.A. (CUNY). Advertising media, copywriting, campaigns
- †Lynn Hinds, Ph.D. (U. Pitt.). Broadcast news, Research
- †Richard A. Schrieber, Ph.D. (U. Iowa). Creative advertising, Communication theory
- *Pamela D. Yagle, M.S.J. (WVU). Reporting, Language skills, High school publications

Assistant Professors

- *Ralph E. Hanson, Ph.D. (Ariz. St. U.). Reporting, Editing, News and feature writing.
- *Theodore Lustig, M.A. (NYU). Public relations
- Christine M. Martin, M.A. (U. Maryland). News and feature writing, Journalism history
- †R. Ivan Pinnell, Ph.D. (U. Denver). Public relations.
- Maryanne Reed, M.A. (Northwestern U.). Broadcast news
- Ron Schie, M.F.A. (Ohio U.). Advertising media, Copy, Campaigns

Lecturer

- Susan Bohna, B.S.J. (WVU). Broadcast news, Development.

Emeriti Professors

- Paul A. Atkins, M.A. (U. Va.)
- Donovan H. Bond, M.A. (WVU).
- Charles F. Cremer, Ph.D. (U. Iowa).
- Harry W. Elwood, M.S. (Northwestern U.).
- Guy H. Stewart, Ph.D. (U. Illinois). Dean.
- William R. Summers, Jr., M.A. (U. Mo.).

Adjunct Assistant Professors

- Dennis R. Godfrey, M.A. (WVU). Broadcast news, Public affairs.
- Jack M. Johns, M.S.J. (WVU). Broadcast news, Production.

Graduate Program

The master of science in journalism (M.S.J.) program in the Perley Isaac Reed School of Journalism is designed to help persons involved in the various aspects of mass communication better understand and cope not only with the increased complexity of their own field, but also with fields outside mass communication. M.S.J.

The program, designed to help each student reach full potential as a worker, teacher, or scholar in mass communication, helps prepare a student not only for a first job—although students who obtain the M.S.J. degree should excel in the skills of the profession—but also for long-term and productive career development through the study of mass communication and related fields.

The M.S.J. program is intended to afford liberal arts graduates an opportunity to concentrate advanced study in mass communication, provide intensive study for persons who have undergraduate journalism training, but who wish to pool their journalistic skills with extensive knowledge in another substantive area or areas (e.g., political science, economics, science), and give persons who have had considerable professional experience an opportu- Mass Media

nity to broaden their academic bases through carefully selected advanced studies.

Admission

Admission to the M.S.J. program is limited to holders of baccalaureate or equivalent degrees from institutions of higher learning. Applicants should have combined verbal and quantitative scores on the Graduate Record Examination (GRE) Aptitude Test of at least 1000 and overall grade-point averages (GPA) of at least 3.0 on a 4.0 scale. Each applicant also should submit to the director of graduate studies in the School of Journalism a detailed essay explaining why the student wants to undertake graduate study in journalism, what the student hopes to get from the graduate journalism program, what the long-term goals are, and how graduate education in journalism can help achieve those goals.

GRE GPA

An applicant who doesn't meet the minimum GRE and/or GPA requirement(s) may be accepted only if the low GPA or GRE scores are offset by other factors. Excellent recommendations, unusual grading patterns (e.g., a steady rise of grades), an outstanding statement of purpose, or examples of professional accomplishment sometimes can offset low GRE scores or a low GPA.

Supportive Material

Students applying for admission to the M.S.J. program are encouraged to send nonreturnable supporting material to the director of graduate studies in the School of Journalism. Examples of published or unpublished writing, research, or photography, a detailed listing of professional media experience or other relevant job experience, and other supporting materials will be considered by the admissions committee. All other materials (e.g., transcripts, GRE scores, application forms) should be sent to the Office of Admissions and Records.

Additional Requirements

A student who does not have a bachelor's degree in journalism or extensive professional experience must meet these additional requirements:

- Must have completed a core of journalism courses, with subjects and grades acceptable to the School of Journalism, or
- Must complete undergraduate journalism and other courses to be prescribed by the School of Journalism, or
- Must demonstrate knowledge and competence in a number of journalism topics to be prescribed by the School of Journalism, or
- Must meet a combination of the foregoing requirements.

Application

All applications for admission are considered by the director of graduate studies and one other member of the graduate studies committee (GSC). The entire GSC considers special cases and appeals.

The director of graduate studies advises all students about general problems and concerns, courses to take, projects to undertake, special training to obtain, and appropriate outside areas for study.

Plan of Study

Early in the student's program, usually by the completion of six-to-nine credit hours of graduate course work, the student and the adviser draw up a plan of study to show the direction of the student's course work. The plan may also indicate a general time frame anticipated for the completion of this work and may contain the direction and outline of the research problem to be undertaken. This plan of study becomes a part of the student's record, and constitutes, with some degree of specificity, the terms and conditions that the student must meet for completing the degree requirements. Subsequent changes in the plan of study must be approved by the student and the adviser, and no graduate student may take a course S/U or Pass-Fail without written permission of the graduate director.

Approximately seven assistantships and internships are available in and through the School of Journalism each semester. Graduate assistants teach laboratories and assist professors with their courses. Interns work in mass communication-related jobs on campus to obtain solid professional experience.

Assistantships

Students receive stipends for the academic semester and may apply for tuition remission for the entire year. Although sometimes renewed for a second or third semester, assistantships and internships are granted for one academic semester. Graduate assistants and interns work an average of 18 hours per week during the academic year.

Tuition Waivers

Persons who want to be considered for assistantships or internships should have their applications on file with the director of graduate studies in the School of Journalism before March 1.

The School of Journalism offers two areas of emphasis—the teaching-research track and the professional track—within the M.S.J. program.

Emphases

Teaching/Research - The teaching-research track is generally a program for persons who want to go on for a Ph.D. degree, teach in a community college, or conduct research in some areas of mass communication. Persons in the track normally take research and theory courses both inside and outside the School of Journalism, statistics, and social science courses. The program culminates in a thesis, which is a scholarly study of an important aspect of mass communication.

Professional - The professional track is designed primarily for persons who wish to become excellent practitioners in some field of mass communication and who have little desire to teach or become mass communication researchers. Persons in the professional track normally take communication and outside area courses that will help them become better practitioners. The program culminates in a professional project, which helps a student extend his or her knowledge about a given aspect of mass communication but which should be the sort of nonroutine project on which the student might work as a professional.

Students must complete all requirements for their degrees, including either a thesis or professional project within four years of the start of the first course work in their programs.

Time Limits

For the master's degree in journalism, the student must meet the following requirements:

Requirements

Teaching/Research—A minimum of 30 semester hours of acceptable graduate credit, including a thesis for six hours of credit.

- As part of the 30 hours, a minimum of 18 hours, including the thesis, in School of Journalism courses.

- Included in the 30 hours, a minimum of nine hours in a minor conducted outside the School of Journalism.

Professional—A minimum of 30 semester hours of acceptable graduate credit, including a professional project for six hours of credit.

- As part of the 30 hours, a minimum of 18 hours, including the professional project, in School of Journalism courses.

- Included in the 30 hours, a minimum of nine hours in a minor conducted outside the School of Journalism.

In either program, the candidate is allowed to take more than the minimum required number of hours.

The following courses are required for all journalism graduate students:

Upper-Level Courses	<p>JRL 300 <i>Introduction to Graduate Studies</i> (no credit); JRL 304 <i>Mass Media and Society</i> (3 hr.); JRL 320 <i>Advanced Journalistic Writing and Research</i> (3 hr.); and JRL 401 <i>Research Methods</i> (3 hr.).</p>
GPA	<p>In both programs, 60 percent of the graduate credits submitted for the degree must be in courses numbered 300 or above.</p> <p>Course work must be completed with a minimum grade-point average of 3.0. The thesis and professional project are graded as S or U (Satisfactory or Unsatisfactory).</p>
Examination	<p>Except for thesis, professional project, and internship courses, no student will be permitted to take a course on a Pass-Fail or Satisfactory-Unsatisfactory grade basis without prior approval of the Director of Graduate Studies.</p> <p>The candidate for the master's degree will pass an oral examination on the thesis or professional project. In addition, the thesis or professional project will be evaluated as a test of the candidate's writing skill.</p>
Thesis/Professional Project	<p>The kinds of courses taken in the M.S.J. program largely depend on each student's background and interests. The program is intended to accommodate students of differing academic and professional backgrounds and interests.</p> <p>A student typically will take all outside courses in one area (e.g., biology, political science, history), although the student may decide after consultation with the adviser to take courses in two or more outside areas. Courses outside the School of Journalism are selected by students in consultation with their advisers; outside courses selected are subject to the availability of space and prerequisite requirements in the offering departments.</p> <p>Each student must complete a thesis or professional project involving original work in the student's area of interest. The student should have a thesis or professional project proposal written by the end of the semester in which the first 12 hours of course work are completed.</p>
Advisory Committee	<p>Each student is responsible for developing ideas for the thesis or project. Through consultations with members of the journalism faculty, the student determines faculty interests and areas of expertise, and ideas are refined to the point where the student has a significant and feasible idea in mind.</p> <p>The student, with approval of the Graduate Studies Committee, selects the journalism faculty member who would be best able to chair the advisory committee, subject to the agreement of the faculty member. If questions arise about a faculty member's interest or knowledge, the student directly asks the faculty member or consults the academic adviser or other members of the Graduate Studies Committee. With the chairperson, the student further refines the idea to a "preliminary proposal" stage, in which ideas and appropriate methodology are on paper, but not necessarily in formal proposal form.</p>
Proposal	<p>After the student has written a preliminary proposal and selected a faculty chairperson, the student should select other members of the advisory committee, subject to their willingness to serve. The advisory committee must consist of not fewer than four members, one from outside the School of Journalism; two persons must be members of the WVU graduate faculty.</p>
Topic Approval	<p>At this point, students in the professional track must submit their proposals to the Graduate Studies Committee, which must approve all professional project topics (but not research methods, specific research questions, or hypotheses, etc.). Students may attend the meetings at which their proposals are discussed. After securing Graduate Studies Committee approval, students in the professional track schedule hearings with their guidance committees. Hearings with the guidance committees are required of all students</p>

(including those in the teaching research track)

Working under the guidance of the advisory committee, the student prepares a complete thesis or project proposal, extended from the preliminary proposal. Guidance for preparing a proposal is available from the director of graduate studies.

The student then has a consultative meeting, during which final revisions and refinements in the proposal are discussed with the members of the advisory committee. Notices of the public meeting (to which students are invited) must be placed in the boxes of all members of the School of Journalism faculty and posted outside the dean's office at least two weeks before the meeting. One copy of the thesis or project proposal must be placed on reserve in the journalism reading room.

**Proposal
Acceptance**

After the consultation, the committee votes to accept or reject the proposal. The student whose proposal is approved works closely with the committee in the completion of the thesis or project. All committee members should be kept informed and consulted for advice (as needed and as desired by them) as the thesis or project develops.

Orals

After each member of the advisory committee is satisfied with the work, a public oral examination is scheduled. Two weeks' notice must be given to all faculty of the School of Journalism (notices should be placed in all faculty boxes and posted outside the dean's office). One copy of the final thesis or project must be placed on reserve in the journalism reading room. Students also should make certain their shuttle sheets are filed with the Director of Graduate Studies in Journalism two weeks before the date of the oral defense.

**Thesis
Approval**

Only committee members may vote on acceptance or rejection of a thesis. A majority vote is sufficient to approve the thesis, although a dissenting vote may be recorded. Furthermore, at least three signatures (two of which must be signatures of graduate faculty members) must be on the approval sheet. If one committee member is outvoted and feels he/she cannot sign the approval sheet, he/she may resign from the committee. Such action may force a reconstitution of the committee and repetition of earlier mentioned steps leading to the oral examination.

The chairperson of the advisory committee will decide whether final corrections (after the oral examination) have been made properly, and he/she will check the style and form of the final typed version. The MLA Stylesheet or other approved stylebook should be carefully followed during preparation of a thesis or professional project. Four copies of the final thesis or two copies of a project should be delivered to the School of Journalism.

All students are expected to maintain satisfactory progress toward the degree. A student's graduate record begins with the first course credited to the degree and includes all subsequent courses. All students must maintain a grade-point average of at least 3.0 and complete all requirements within four years. Students who fail to meet this standard will be dropped from the program permanently.

**Maintenance
of
Scholarship**

Each student working toward the M.S.J. degree must register for at least one semester hour each regular (fall and spring) semester. This enrollment may be in course work or in Journ. 497.

Believing that mutual benefit is derived when students from other countries study in the WVU School of Journalism, the school welcomes foreign students. At the same time, the school recognizes that journalism, more than many other fields, requires language skill. To profit by journalism study, foreign students must have a ready understanding of English. They will be called on

**International
Students**

to follow rapid speech in interviews, press conferences, public addresses, and in the classroom, as well as to deal with abstract ideas communicated in English. Award of the master's degree in journalism attests to the student's facility in English. Foreign students must maintain the same 3.0 grade-point average required of other students.

Transition Semester

Recognizing the language difficulty, the School of Journalism offers foreign students a transition semester. Unless students obviously are fluent in English and pass a test in which they demonstrate comprehensive knowledge of English fundamentals (grammar, punctuation, syntax, spelling), they will be offered a semester of undergraduate study (not for graduate credit), which will enable them to sharpen language skills. Such a transitional semester also will permit foreign students to study other selected courses in preparation for graduate study. These courses will help them adapt to the American system of journalism and to the new cultural environment.

Graduate Courses

Journalism (JRL)

221. *Mass Communications Research Methods*. 3 hr. PR: JRL 1, 15; and Journ. 18 or PR 111 or ADV 113 or BN 117. A broad study of scientific and critical research methods as they apply to mass media practices; review of relevant sources for historical data gathering, readership and audience analysis; evaluation of marketing and public opinion research. 2 hr. lec., 1 hr. field work.

231. *Multi-Media Production*. 3 hr. PR: JRL 120 or consent. Preparation of two multi-media presentations; participation in a client-oriented project; color theory, slides, scriptwriting, research, and other aspects of visual communications. Supplies cost about \$75.00.

241. *Internship*. S. 3 hr. Journalism majors only and foundation courses in one of the sequences. Full-time employment for a minimum of ten weeks under a signed contract detailing the terms of the experience. Graded pass/fail.

242. *Practicum*. Journalism majors only. I, II. 1-2 hr. Journalism majors only. PR: Foundation courses in one of the sequences. Student must have a signed contract detailing terms of the learning experience. 8-20 hours per week for minimum of 10 weeks, while taking other courses. Graded on Pass/Fail basis. (1-2 hr. work experience.)

300. *Introduction to Graduate Studies*. I. (No Credit.) (Required of all graduate journalism students.) Designed to orient students to graduate study. (Class meets once a week.)

304. *Mass Media and Society*. II. 3 hr. (Required of all graduate journalism students.) Study of mass media and their role in and influence on society; includes analysis of the social, political, and economic determinants of media content and character.

320. *Advanced Journalistic Writing and Research*. I, S. 3 hr. (Required of all graduate journalism students.) Study of advanced journalistic writing and research techniques. Students will practice the writing and research techniques on topics of their own choosing. Academic or popular topics may be selected.

340. *Corporate Communications*. I. 3 hr. Conferences to examine the synergistic effects of advertising, journalism, and public relations for different kinds of corporations. Team projects and presentations.

341. *Special Topics*. I, II, S. 1-6 hr. Student proposes idea for substantial reading, research, writing in area of interest; requirements may include conventional term paper, series of articles, slide presentation, oral presentations, etc. Student works independently of classroom setting.

380. *Thesis*. I, II, S. 2-6 hr. PR: Approved thesis proposal. 390. *Professional Project*. I, II, S. 2-6 hr. PR: Approved professional project proposal. Non-thesis professional project for students preparing for some field in mass communication.

389. *Ethics of Mass Communications*. I. 2. PR. Open to graduate journalism students and journalism seniors with a 3.0 grade-point average; consent. Introduction to ethical principles and their application in the development of mass media systems and societal changes; professional codes; case studies; current problems.

401. *Research Methods*. I. 3 hr. (Required of all graduate journalism students.) Study of quantitative methods common to research in communications. An introduction to sampling, measurement, analytic procedures, and data.

402. *Seminar in Research Problems*. II. 3 hr. Advanced study of methodological techniques. Research project chosen from area of student's major interest. A written report of the study undertaken is required.

497. *Research*. I, II, S. 1-15 hr. For graduate students not seeking course work credit but who wish to meet residence requirements, use the University's facilities, and participate in its academic and cultural programs.

Advertising (ADV)

201. *Retail Advertising*. I, II. 3 hr. PR: Admission to the school, ADV 115, ADV 203. Strategic advertising planning for retail merchants. Writing ads to meet objectives. Sales management and sales of local advertising time and space. Exercises in newspaper, radio, TV, direct marketing, outdoor advertising, specialty advertising, etc. 3 hr. lec.

203. *Media Analysis*. I, II. 3 hr. PR: Admission to the School, JRL 15, and ADV 113, or consent. Survey of local and national media; identification and use of standard media resources; creation of media plans based on advertisers' strategic plans; introduction to computer media planning.

210. *Graphic Design*. 3 hr. PR: ADV 110 or consent. Design layouts for print media. Includes buying, supervising, and scheduling of art, typography, and print material. 2 hr. lec., 2 hr. lab.

239. *Seminar in Advertising Management Problems*. 2 hr. PR: Senior standing and major or minor in advertising. Application of the study of advertising research, law, and theory in the preparation of a national advertising campaign. Aspects of the campaign to cover marketing, research, creative, media, sales promotion, and presentation.

251. *Direct Marketing*. II. 3 hr. PR: ADV 113, 115, and JRL 15, or consent. Mailing, marketing, and creation of direct-mail letters, brochures, involvement pieces, and reply cards; postal regulations, direct-mail law, and printing procedures.

259. *Campaigns*. 3 hr. PR: ADV 115, 203, JRL 221, and senior standing or consent. Complete advertising campaigns for simulated local stores and major national businesses; evaluations based on professionalism of all facets of campaigns.

Broadcast News (BN)

285. *Special Topics in Broadcast Journalism*. I, II, S. 1-3 hr. PR: BN 186. Directed investigation of selected topics in broadcast journalism.

287. *Broadcast Journalism 2*. I, II. 3 hr. PR: BN 185, 186. Continuation of JRL 185. Television news, including electronic news gathering (ENG).

News-Editorial (N-E)

220. *Writing for Magazines*. I, II, S. 3 hr. PR: Upper-division or graduate standing; Journ. 15 or equivalent preparation in grammar, punctuation, and spelling. Professional approach: magazine analysis, query letters, writing, rewriting; submitting manuscripts for publication.

225. *High School Publications Advising*. II. (Alternate Years.) 3 hr. PR: JRL 18, 19, ADV 113. (For students seeking Journalism certification.) Emphasizes writing styles, newspaper/yearbook layout, rights and responsibilities of the teacher, students, and school system. Enrollees will construct instructional portfolios based on research and classroom discussion concepts.

227. *History of Journalism*. I. 3 hr. PR: JRL 1, HIST 52 and 53, or consent. Development of media from seventeenth-century England and in the American colonies; great names in journalism; freedom of press and its implications for and impact on the nation.

228. *Law of the News Media*. II. 3 hr. (For seniors and graduate students.) The law as it affects the mass media. Considered are such areas as libel, public records, criminal pretrial publicity, freedom of information, obscenity.

230. *Editorial and Critical Writing*. I. 3 hr. (Open to all University students.) The student will analyze and write editorials and commentaries; study typical editorial pages and the ethics governing editorial page content; become familiar with libel, privacy, contempt, and other problems—operating and political—as they arise.

Public Relations (PR)

222. *Public Relations Case Studies*. II. 3 hr. PR: PR 124. Seminar based on in-depth studies of public relations programs developed and applied in support of our institutions. Primary emphasis on successful campaigns, but unsuccessful efforts also will be examined for causes of failures.

312. *Fund Raising and Foundation Management*. I. 3-6 hr. (Open to graduate journalism students and to seniors with a 3.0 grade-point average; consent.) Seminar. Studies in fund raising, alumni relations, and foundation management.

School of Medicine

Robert M. D'Alessandri, M.D., Dean and Vice President for Health Sciences
George A. Hedge, Ph.D., Associate Dean, Research and Graduate Studies
John W. Traubert, M.D., Associate Dean, Student and Curricular Affairs
James Shumway, Ph.D., Assistant Dean, Educational Programs

The West Virginia University School of Medicine shares excellent facilities in the Health Sciences Center with the other health-related professional schools of the University. The Ruby Memorial Hospital offers sophisticated medical technology, including magnetic resonance imagery, lithotripsy, laser surgery, and the necessary support technology. The Chestnut Ridge Psychiatric Hospital, the Mary Babb Randolph Regional Cancer Center, and the Mountainview Rehabilitation Hospital provide facilities totally dedicated to diagnosis and treatment in their fields of specialization. Laboratories and teaching areas allow scientists to work toward their goals. Research areas of anatomy, biochemistry, cellular biology, medical technology, microbiology and immunology, pathology, pharmacology and toxicology, and physiology support study toward masters of science and doctors of philosophy degrees.

A combined M.D.-Ph.D. program is available to those students who show exceptional interest and scholarly promise. All of the admission requirements of the School of Medicine and the specific graduate program apply. Students should apply for the combined degree program after acceptance to the School of Medicine.

All basic science graduate programs require the submission of scores from the Graduate Record Examination and some may require scores from the applicable advanced test, but in no program are test scores the sole criteria for admission. Prospective graduate students are urged to initiate application for admission as early as possible. The first step is an inquiry to the department offering the program desired; the reply to such an inquiry will include instructions for applying to the particular program.

Initial application must be made for admission to graduate study on standard forms provided by the WVU Office of Admissions and Records. To transfer from one University school or department to another, students may initiate a transfer request by contacting the Health Sciences Center Graduate Programs Office or their advisers. The adviser must contact the Health Sciences Center Graduate Programs Office to complete transfer.

The West Virginia University School of Medicine is accredited by the Liaison Committee on Medical Education of the American Medical Association.

Graduate Programs

Anatomy	M.S., Ph.D.
Biochemistry (Medical)	M.S., Ph.D.
Community Health Promotion	M.S.
Exercise Physiology	M.S.
Medical Technology	M.S.
Medicine	M.D.
Microbiology and Immunology (Medical)	M.S., Ph.D.
Pharmacology and Toxicology	M.S., Ph.D.
Physiology (Medical)	M.S., Ph.D.
Public Health	M.P.H.

Graduate Faculty

† indicates regular membership in the the graduate faculty

* indicates associate membership in the the graduate faculty

Anatomy

Professors

*William A. Beresford, D. Phil. (U. Oxford). Cell differentiation.

†Albert S. Berrebi, Ph.D. (U. Conn., Storrs). Neurobiology of hearing.

†J. David Blaha, M.D. (U. Mich.). Orthopedics and tissue reactions to implants.

†Eugene V. Cilento, Ph.D. (U. Cincinnati). Research. Quantitative *in vivo* microscopic studies of hepatic microcirculatory transport phenomena.

†James L. Culbertson, Ph.D. (Tulane U.). Comparative vertebrate neuroanatomy of mammalian somatosensory systems.

†Richard D. Dey, Ph.D. (Mich. St. U.). Distribution and function of neural mediators in the airways and their role in asthma, bronchitis, and occupationally related lung diseases.

†Gary Kirk, Ph.D. (Yale U.). X-ray microanalysis of blood cell development and drug metabolism.

†Gregory W. Konat, Ph.D. (U. Odense). Molecular biology of myelinogenesis in the central nervous system.

R. John C. Pearson, M.B. (Cambridge U., England), M.P.H. (Yale) Adjunct. Community Medicine. Occupational Medicine.

†Carlin A. Pinkstaff, Ph.D. (Emory U.). Histochemistry, especially comparative histology and histochemistry of salivary glands

†Frank D. Reilly, Ph.D. (U. Cincinnati). Neurohistochemical, biochemical, *in vivo*, and electron microscopic studies of mechanisms regulating hepatic or splenic blood flow and metabolism in conditions of health and disease.

†Randall W. Reyer, Ph.D. (Yale U.). Regeneration, developmental biology. *Emeritus*.

†Richard Wiggins, Ph.D. (Duke U.). Chair person. Cell and molecular biology of demyelinating and developmental disorders of the brain, including the effects of cocaine and malnutrition.

Associate Professors

*Morton H. Friedman, Ph.D. (U. Tenn.). Preprofessional advising, Educational administration, Student affairs.

†Rumy A. Hilloowala, Ph.D. (U. Ala.). History of medicine, Physical anthropology, Primatology (craniofacial structure).

*Dennis O. Overman, Ph.D. (U. Mich.). Experimental teratology, especially abnormal craniofacial development, Organ culture.

*Robert S. Pope, Ph.D. (U. N. Dak.). Electron microscopic structural and cytochemical aspects of intra- and intercellular development of mammalian female gamete under *in vivo* and *in vitro* conditions

†Elizabeth R. Walker, Ph.D. (WVU). Electron microscopy and immunocytochemistry of extracellular matrix components in connective tissue disease.

Assistant Professor

†Adrienne Salm, Ph.D. (Mich. St. U.) Cell biology of astocytes.

Biochemistry

Professors

†Diana S. Beattie, Ph.D. (U. Pitt.). Chairperson. Mitochondrial biogenesis, Mitochondrial metabolism, Heme biosynthesis, Interrelationship of heme and protein synthesis.

*Fred R. Butcher, Ph.D. (Ohio St. U.). Hormone action, Regulation of exocytosis, Calcium.

†William J. Canady, Ph.D. (Geo. Wash. U.). Enzyme kinetics. *Emeritus*

†John P. Durham, Ph.D. (Ohio St. U.). Control of cell proliferation.

†Charles L. Harris, Ph.D. (U. Illinois). Structure and function of transfer RNA, RNA synthesis in mammalian cells.

†Michael R. Miller, Ph.D. (Penn St. U.). Regulation of DNA metabolism, DNA replication, Repair in mammalian and fish cells.

†Gale W. Rafter, Ph.D. (U. Wash.). Chemistry of host-parasite relationship. *Emeritus*

†George P. Tryfiates, Ph.D. (Rutgers U.). Nutritional oncology.

†Mary J. Wimmer, Ph.D. (U. N.C.). Mechanisms and regulation of enzyme-catalyzed reactions.

Assistant Professors

- *Marilyn I. Evans, Ph.D. (U. Wash.). Hormonal regulation of genes.
*Brad Hillgartner, Ph.D. (Mich. St. U.). Nutritional control of gene expression. Thyroid hormone action.
*Vinay K. Pathak, Ph.D. (U.C.-Davis). Retroviral genetics. Isolation of antioncogenes.
*Lisa M. Salati, Ph.D. (U. Minn.). Regulation of gene expression by fatty acids.
*Andrew K. Shiemke, Ph.D. (Oregon Grad. Inst.). Biological oxidation of methanre and cyanide; metalloproteins and bioinorganic chemistry.

Community Health Promotion

Professors

- *Kenard McPherson, Ed.D. (Mich. St. U.). Program Director. Injury Control. Safety and mobility. Wellness.
*Peter Shaffron, Ed.D. (WVU). Safety and health education, driver and traffic safety education, older driver performance.

Associate Professor

- *John M. Cavendish, Ed.D. (WVU). Community health, wellness, substance abuse.

Assistant Professor

- *Karen K. Douglas, Ph.D. (Texas Wom. U.). Health, education, wellness, curriculum development, fitness, AIDS education.

Exercise Physiology

Professors

- *Daniel Banks, M.D. (Wayne St. U.). Pulmonary and critical care medicine.
*Robert Hoeldtke, M.D., Ph.D. (Cornell, MIT). Autonomic neuropathy, Diabetes.
*Henry Overbeck, M.D. Ph.D. (Northwestern U., U. Okla.). Cardiology, Hypertension.
*Irma Ullrich, M.D. (U. Minn.). Diabetes and exercise, Obesity, Osteoporosis.
*Rachel Yeater, Ph.D. (WVU). Program director. Heart disease prevention, Cardiac rehabilitation.

Associate Professors

- *L. Phillips Maxwell, M.D. (WVU). Cardiology, Hypertension, Angioplasty.

Assistant Professors

- *Randall Bryner, M.D. (WVU). Reproductive physiology, Exercise and immune function.
*W. Guyton Hornsby, Jr., Ph.D. (LSU). Diabetes and exercise, Strength and conditioning.

Medical Technology

Professors

- *Jean D. Holter, Ed.D. (WVU). Program Director, Medical technology, Chemistry, Instrumentation.
*Nathaniel F. Rodman, M.D. (U. Penn.). Pathology, Coagulation.
†Donald A. Sens, Ph.D. (U. S. C.). Pathology.
†Mary Ann Sens, M.D., Ph.D. (Med. U. of S.C.). Pathology.
*John G. Thomas, Ph.D. (Syracuse U.). Pathology, Virology, Microbiology.

Associate Professors

- *Singanallur N. Jagannathan, Ph.D. (U. Bombay). Pathology, Biochemistry.
*Roger S. Riley, M.D., Ph.D. (WVU). Pathology, Hematology.
*Harry L. Taylor, Jr., M.D. (Med. Coll. of Ga.). Pathology, Blood Banking.

Assistant Professor

- *Steven M. Faynor, Ph.D. (U.Wisc.). Pathology, Toxicology, Clinical Chemistry.

Microbiology

Professors

- *John B. Barnett, Ph.D. (U. Louisville). Chairperson, Immunology, Mechanism of the effects of xenobiotics on the immune system.
*Robert Burrell, Ph.D. (Ohio St. U.). Immunology, Mechanisms of immune injury in pulmonary diseases.
*Nyles Charon, Ph.D. (U. Minn.). Medical bacteriology, Genetics and physiology of spirochetes.
*John Hall, Ph.D. (Purdue U.). Parasitology, Bacterial endosymbionts of free-living amebae.
*Kenneth Landreth, Ph.D. (U. Wash.). Immunology, Developmental immunobiology, Lymphopoesis.
*Daniel M. Lewis, Ph.D. (WVU). Adjunct. Immunology, Mechanism of immunological reactions in the lung.

- *Stephen A. Olenchock, Ph.D. (WVU). Adjunct. Immunology, Study of immunological reactions in occupational lung disease.
- †Robert S. Pore, Ph.D. (U. Calif.). Mycology, Pathobiology of *Prototheca sp.* and the mycoses, Biotechnology projects include microbial bioconcentration and biopolymer production.
- †Irvin S. Snyder, Ph.D. (U. Kans.). Medical bacteriology, Mechanisms of pathogenicity, Clinical microbiology.
- †William Sorenson, Ph.D. (U. Texas). Adjunct. Role of fungi in occupational lung disease.

Associate Professors

- †Stephen C. Aronoff, M.D. (U. Pitt.). Microbiology of cystic fibrosis, Infectious disease, Microbial resistance to antibiotics.
- Thomas Elliott, Ph.D. (UCSD). Bacterial gene expression.
- *Henry F. Mengoli, Ph.D. (Cath. U.). Medical bacteriology, Bacterial Fc receptors, Intestinal colonization and ankylosing spondylitis.
- †Herbert A. Thompson, Ph.D. (U. Kans.). Medical bacteriology, Mechanisms of pathogenicity, Clinical microbiology.
- †David B. Yelton, Ph.D. (U. Mass.). Microbial genetics, Molecular genetics, Bacteriophage.

Assistant Professors

- †Christopher Cuff, Ph.D. (Temple). Mucosal immunity of the gastrointestinal tract.
- Meenal Elliott, Ph.D. (U. Alabama Birmingham). Regulation of lymphocyte development.
- †Daniel Flynn, Ph.D. (NC State). Tyrosine phosphorylation and signal transduction.
- Wei-Shau Hu, Ph.D. (U. C. -Davis). Retrovirus recombination and replication, Mechanisms of oncogene transduction, Human gene therapy.
- William McCleary, Ph.D. (U.C. -Berkeley). Mechanisms of signal transduction. Molecular genetics.
- †James M. Sheil, Ph.D. (U. Ky.). Immunology, Mechanism of cytotoxic T lymphocyte-mediated antigen recognition and effector function.

Research Instructor

- Rosana Schafer, Ph.D. (Temple). Immunology. Immune response to infection by intracellular pathogens.

Pharmacology and Toxicology

Professors

- †A. J. Azzaro, Ph.D. (WVU). Uptake, release, and metabolism of CNS neurotransmitter substances.
- *Brenda K. Colasanti, Ph.D. (WVU). Effects of psychoactive drugs on brain neurochemistry and electrophysiology during sleep-wakefulness cycle.
- †Charles R. Craig, Ph.D. (U. Wisc.). Mechanism of action of anticonvulsant drugs, Experimental epilepsy, Neuropharmacology.
- †Mary E. Davis, Ph.D. (Mich. St. U.). Mechanisms of hepatic and renal toxicity.
- †Jeffrey S. Fedan, Ph.D. (U. Ala.). Adjunct. Photo affinity labeling of receptors, Mechanisms of airway hyperactivity.
- †William W. Fleming, Ph.D. (Princeton U.). Chairperson. Factors regulating the sensitivity of cells to drugs, Electrophysiology of cell membranes.
- †Michael G. Mawhinney, Ph.D. (WVU). Connective-tissue metabolism in male sex accessory tissues, Endocrine pharmacology of prostatic cancer.
- †Mark J. Reasor, Ph.D. (J. Hopkins U.). Pulmonary toxicology, Drug-induced lipidosis, Reproductive toxicology.
- †David J. Smith, Ph.D. (WVU). Alterations induced by analgesics and anesthetics in monaminergic and opiate neuronal transmission, Pain reactions.
- †Robert E. Stitzel, Ph.D. (U. Minn.). Co-Chairperson. Mechanism of action of antihypertensive agents, Biochemical factors influencing vascular reactivity.
- †Jeannine S. Strobl, Ph.D. (Geo. Wash. U.). Treatment of breast cancer, Molecular pharmacology of growth hormone.
- †David A. Taylor, Ph.D. (WVU). Factors underlying cellular adaption and its involvement in pathological conditions, Electrophysiology and signal transduction.
- †Knox Van Dyke, Ph.D. (St. Louis U.). Chemiluminescence in human cells, Effects of antiinflammatory drugs on chemiluminescence.
- †Kenneth Weber, Ph.D. (U. Minn.). Adjunct. Respiratory mechanics, Mechanisms of occupational respiratory disease.

Associate Professors

[†]Dale L. Birkle, Ph.D. (Va. Commonwealth U.). Membrane lipids and lipid-derived autacoids as regulators of neurotransmissions.

Assistant Professors

Stephen G. Graber, Ph.D. (U. Vt.). Molecular mechanics of signal transduction. Specificity of G-protein action.

[†]Philip J. Monroe, Ph.D. (WVU). Neurochemistry of monoaminergic and opioid neurons.

[†]William F. Wonderlin, Ph.D. (Johns Hopkins U.). Ion channel pharmacology. Physiological development of ion channels.

Physiology

Professors

[†]Christine Baylis, Ph.D. (Leeds U.). Renal and systemic hemodynamics.

[†]Paul B. Brown, Ph.D. (U. Chicago). Neurophysiology, Neuroanatomy.

[†]Vincent Castranova, Ph.D. (WVU). Regulation of membrane transport.

[†]Stanley Einzig, M.D. (UCLA), Ph.D. (U. of Minn.). Cardiovascular physiology.

[†]Robert L. Goodman, Ph.D. (U. Pitt.). Neuroendocrine control of ovarian function.

[†]George A. Hedge, Ph.D. (Stanford U.). Thyroid and adrenocortical neuroendocrinology.

[†]Michael D. Johnson, Ph.D. (U. Mich.). Neural and hormonal control of renal function and blood pressure.

David Kreulen, Ph.D. (Wayne State U.). Chairperson, Neurotransmitter actions and function. Neuropharmacology of ion channels in neurons.

[†]Ping Lee, Ph.D. (Duke U.). Membrane transport.

[†]Philip R. Miles, Ph.D. (WVU). Cellular physiology of the lung.

[†]David Z. Morgan, M.D. (Med. Coll. of Va.), Director, Geriatric Program. Advice for retired patients.

[†]Henry W. Overbeck, M.D. (Northwestern U.), Ph.D. (U. Okla.). Pathophysiology of hypertension.

[†]William T. Stauber, Ph.D. (Rutgers U.). Muscle adaptation/injury, Proteases, Lysosomes.

Associate Professors

[†]John M. Connors, Ph.D. (U. Illinois). Research. Feedback control of the hypothalamic-pituitary-thyroid axis.

[†]Gunter N. Franz, Ph.D. (U. Wash.). Voltage clamping of cell membranes and lung mechanics.

[†]David G. Frazer, Ph.D. (Penn St. U.). Examination of mechanical properties of excised lungs.

[†]Wil E. Gladfelter, Ph.D. (U. Penn). Hypothalamic control of the excitability of the motor system.

[†]Ronald Millecchia, Ph.D. (Rockefeller U.). Neurophysiology.

[†]Stanley Yokota, Ph.D. (U. Calif.-Riverside). Renal physiology, Microcirculation, Osmoregulation.

Assistant Professors

[†]Matthew Boegehold, Ph.D. (U. Az.). Regulation of the microcirculation, Microvascular alterations in hypertension.

[†]Linda J. Huffman, Ph.D. (U. Nebr.). Research. Neuroendocrinology, Thyroid axis.

[†]George A. Spirou, Ph.D. (U. of Fla.). Neurophysiology, Neuroanatomy of audition.

Research Associate Professors

[†]Mieczyslaw Michalkiewicz, D.V.M. (U. Warsaw). Research, Thyroid and pituitary neuroendocrinology.

Public Health

Professor

[†]Alan M. Ducatman, M.D. (Wayne St. U.). Program Director.

Assistant Professors

[†]John J. Coumbis, M.D. (Inst. Med. & Pharm., Romania).

[†]Janie R. Vale, M.D. (U. Mo.).

Anatomy

Richard C. Wiggins, Chairperson of the Department
William Beresford, Graduate Program Coordinator
4052 Health Sciences North

Degrees Offered: Master of Science, Doctor of Philosophy

Plan of Study

The Department of Anatomy in the School of Medicine offers graduate programs which are committed to the training of competent researchers and capable teachers. This is accomplished by the completion of a carefully designed plan of study tailored to the individual student's interests. The program emphasizes the cultivation of interest and expertise in experimental biomedical science, founded upon instruction in functional, cellular, molecular, developmental, and morphological aspects of human anatomy. The student conducts an original research project which culminates in a dissertation (Ph.D.) or a thesis (M.S.).

Admission

In addition to the admission procedure of the University, the Department of Anatomy requires that each applicant complete a departmental application form obtained from the department. After an application is favorably reviewed, applicants are invited for a personal interview whenever feasible. The applicant is admitted by the decision of the chair, the program director, and the admissions officer in consultation with the departmental graduate faculty.

Prerequisites

It is recommended that the following courses be completed before entering the graduate program: algebra, trigonometry, general physics, inorganic and organic chemistry, general biology or zoology, comparative anatomy, embryology, genetics, cell biology or general physiology. A grade-point average above 3.0 is necessary. The aptitude portion and an advanced section of the graduate record examination are generally required. Also, three letters of recommendation from persons who can best evaluate the applicant's potential for graduate study should be mailed to the Department of Anatomy separately. Applicants desiring consideration for financial aid should complete the application process as early as possible.

Research

The first year of study consists of the introduction to research in one or more laboratories and course work within the Department of Anatomy. The courses include gross anatomy, microanatomy, neurobiology, and a seminar in anatomy. A combination of these courses and others in other basic medical sciences (such as biochemistry, cell biology, pathology, and physiology) and advanced anatomy courses are chosen to meet the individual's need. Students are in good standing while a minimum 3.0 overall grade-point average is maintained.

Seminars

The student learns to present scientific results and conclusions by giving departmental seminars and is expected to participate in laboratory teaching to professional students. Interaction among graduate students contributes significantly to the students' education.

This program allows flexibility for each student. The precise plan of study is designed by the student and an advisory committee composed of five faculty members selected by the student.

Candidacy

To be admitted to candidacy for the Ph.D. degree, the student must pass the preliminary examination, which consists primarily of a thoroughly comprehended and articulated plan for the research project to be undertaken for the dissertation. This part of the preliminary examination is preceded by a separate research proposal clearly defining another problem in the anatomy-

cal sciences and detailing an experiment designed to answer it. Both proposals are to be presented in writing and orally and defended before the candidate's committee and the faculty of the department.

To be recommended for the Ph.D. degree, each student must satisfactorily complete a dissertation based on original research and defend the dissertation at an oral examination. Success in this research experience is the core of the degree.

Students present their findings at scientific meetings, such as those of the American Association of Anatomists, Neurochemistry Society, Society for Neuroscience, and Orthopedic Research Society.

The master's program in anatomy is offered primarily for students in certain specialized fields, such as physical therapy or in a conjoint program in dentistry or medicine. Its purpose is to arouse curiosity in and provide direct experience of scientific investigation in anatomy. It is not necessary for the student to complete the M.S. degree in order to qualify for admission into the Ph.D. program, although the student may elect to complete the requirements for this degree in progress toward the Ph.D.

An applicant who shows a special need for the M.S. degree must generally be as well qualified as applicants to the doctoral program. The M.S. student must complete courses in gross anatomy and microanatomy and six-to-nine hours of required and elective courses. A 2.75 grade-point average must be maintained. In addition to course work, the student must complete a thesis based on original research and defend the thesis at an oral comprehensive examination.

Instruction is as indicated by the titles of the individual courses. Where this is not specified, e.g. 312 *Special Topics in Anatomy*, the particular themes chosen underpin the current research in the department and match the students' interests at the time.

Research areas include: the molecular biology of myelin, developmental neurochemistry and brain defects resulting from malnutrition or the misuse of drugs, *in vivo* microscopy of hepatic and splenic microcirculations and their response to pharmacological agents, neuroanatomy and neurophysiology of somatosensory and auditory systems, cytochemistry and behavior in culture of astrocytes, lung neuroendocrinology, lung macrophages and occupational disease, scanning electron microscopy and quantitative electron-microprobe analysis of cell-drug interactions, and orthopedic research on ligament healing and mathematically-modelled joint motion. Some of this research involves collaboration with other basic science or clinical departments.

Anatomy (ANAT)

303. *Conceptual and Applied Anatomy*. (For medical and a limited number of regular full-time graduate students in the medical basic sciences.) I. 10 hr. PR: Medical student standing or consent of chairperson. Gross anatomical study of the human body emphasizing conceptual, developmental, and clinically-related concepts.

305. *Microanatomy*. (For medical students.) II. 5 hr. PR: Medical student standing or consent of chairperson. Cells, tissues, and organs.

308. *Neuroanatomy*. (For students in physical therapy and a limited number of regular full-time graduate students in the medical basic sciences, and students in other health sciences.) II. 2 hr. PR: Consent of instructor or chairperson. Gross and microscopic structure of the central nervous system.

Dissertation

Master
of Science

GPA

Instruction

Research

309. *Microanatomy and Organology*. (For dental students and a limited number of regular full-time graduate students in the medical basic sciences.) I. 5 hr. PR: Dental student standing or consent of chairperson. Cells, tissues, and organs.

312. *Special Topics in Anatomy*. I, II. 2-4 hr. per. sem. PR: ANAT 301 or 324; and ANAT 305 or 309; consent of chairperson. Different topics of current interest in anatomy that are not included in the regular graduate courses.

314. *Applied Anatomy*. I, II. 2-6 hr. per sem. PR: Consent of instructor or chairperson. Detailed study of anatomy adapted to the needs of the individual student.

316. *Craniofacial Growth and Maturation*. I. 1 hr. PR: Consent of instructor. The current concepts of craniofacial growth and maturation are presented and integrated for application to clinical problems.

318. *Oral Histology and Embryology*. (For dental students and a limited number of regular full-time graduate students in the medical basic sciences.) II. 2 hr. PR: Dental student standing or consent of instructor or chairperson. Structure, function, and development of oral tissues.

319. *Advanced Head and Neck Anatomy*. II. 1 hr. PR: Dental, medical, or graduate student, or consent. Advanced head and neck craniofacial embryology and related functions as they apply to specialties in dental or medical practice.

324. *Human Gross Anatomy*. (For dental students and a limited number of regular, full-time graduate students in the medical basic sciences.) II. 7 hr. PR: Dental student standing or consent of chairperson. Human anatomy including cadaver dissection for dental students. 4 hr. lec., 3 hr. lab.

397. *Master's Degree Research or Thesis*. I, II, S. PR: Consent of instructor or chairperson. (May be repeated as needed with permission). 1-15 hr.

401. *Advanced Gross Anatomy*. I, II. 2-6 hr. per sem. PR: ANAT 301, 302, 304, or 324, and consent of instructor or chairperson. Morphological and functional analysis of a selected region, with dissection.

402. *Advanced Developmental Anatomy*. II. 2-4 per sem. PR: ANAT 301, 302, 304, and consent of instructor or chairperson. Detailed developmental anatomy of the fetal period and infancy. With dissections and analysis of variations and malformations.

403. *Seminar*. I, II. 1-6 hr. (1 hr. per sem.) (Course may be repeated.) PR: Consent of instructor or chairperson. Special topics of current or historical interest.

405. *Experimental Embryology*. II. (Alternate Years.) 3 hr. PR: Embryology and cellular physiology and biochemistry and consent of instructor or chairperson. Development, differentiation, and regeneration.

406. *Advanced Neuroanatomy*. I. 2-4 hr. per sem. (Course may be repeated.) PR: CCMD 375 and consent of instructor or chairperson. Detailed study of selected areas of the nervous system.

408. *Histochemistry*. II. 3 hr. PR: ANAT 305 or 309, biochemistry, and consent of instructor or chairperson. Histochemical theory and techniques. (Offered in odd numbered years.)

451. *Advanced Microanatomy*. I, II, or S. 2-4 hr. PR: ANAT 305 or 309, or BIOL 263 and consent of instructor or chairperson. An extension of the major topics included in ANAT 305 or 309. Special emphasis on recent contributions.

490. *Teaching Practicum I and II*. 1-3 hr. Consent of chairperson. Supervised practice in college teaching of anatomy.

491. *Advanced Anatomy*. I, II. 1-6 hr. PR: Consent of chairperson.

492. *Directed Study*. I, II, S. 1-6 hr. Directed study, readings, and research.

493. *Special Topics*. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.

494. *Special Seminars*. I, II, S. Special seminars arranged for advanced graduate students.

495. *Independent Study*. I, II, S. 1-6 hr. Faculty supervised study of topics not available through regular course offerings.

496. *Graduate Seminar*. 1 hr. PR: Consent. It is anticipated that each graduate student will present at least one seminar to the assembled faculty and graduate student body of his/her program. (Graded S/U)

497. *Research*. I, II, S. 1-15 hr. PR: Consent of instructor or chairperson. (May be repeated as needed with permission.)

Biochemistry

Diana S. Beattie, Chairperson of the Department

Andrew K. Shiemke, Graduate Coordinator

3123 Health Sciences North

Degrees Offered: Master of Science Doctor of Philosophy

Graduate programs in the Department of Biochemistry are designed to assist students in the development of their own capabilities for independent thought and research. All students are provided with a strong biochemistry background; however, the program has sufficient flexibility to allow individual students to select advanced specialty courses in biochemistry which are of particular importance to their career goals. Faculty research problems are of current interest and are diverse, reflecting the broad spectrum of areas encompassing biochemistry.

A prospective graduate student should hold a bachelor's degree with a science major and should have successfully completed courses in qualitative-quantitative chemical analysis, organic chemistry, calculus, physics, and physical chemistry. In some cases, a deficiency in the above may be made up after admission into the program.

Application is made by submission of the following items to the Department of Biochemistry:

Prerequisites

Application

Application

- The completed departmental application form (sent on request);
- Three letters of recommendation from professors who can evaluate the student's present abilities and potential;
- Official transcript of the applicant's college grades; and
- Official copy of Graduate Record Examination scores, preferably including an advanced subject test in chemistry, biology, or biochemistry, cell or molecular biology.

Due to the sequence of courses, entrance in the fall is preferred.

Application material and program details may be obtained by writing: The Graduate Coordinator, Department of Biochemistry, School of Medicine, West Virginia University, P.O. Box 9142, Morgantown, WV 26506-9142. The deadline for receipt of applications and supporting documents by the department is June 1; to be considered for financial support, applications should be submitted by February 1.

Application Deadline

Course Work

To assure that all students become familiar with the basic principles of biochemistry, the first year of the doctor of philosophy (Ph.D.) program is devoted primarily to course work. In addition to formal courses during the first semester, students participate in a laboratory program which involves all faculty members. This laboratory experience is designed to introduce the student to basic research skills involved in biochemistry. During the second semester, students will undertake research in at least two laboratories of their choice.

Basic Research

Research Adviser

Upon successful completion of the first year, students will choose a dissertation research adviser, at which time emphasis will be placed on research. During the second year, specialized courses in biochemistry will be offered as the students continue their research programs. During subsequent years, the students emphasize independent dissertation research, and a few formal courses are taken.

An essential component of the Ph.D. program is participation in departmental journal clubs and seminars. Both students and faculty participate; thus, students learn to organize effectively and present research material to a large group of people.

Completion of the Ph.D. program is realized when the student successfully presents the research results to both the Department of Biochemistry and a graduate advisory committee. Typically, four years are required to realize this goal.

M.S.

The Department of Biochemistry offers the thesis master's degree. This program involves completion of a master's research project in addition to formal course work. Two to three years are generally required to complete the M.S. program.

Research

Regulation of intermediary metabolism. Structure and function of nucleic acids. Chemistry of enzymes and serum proteins. Nutritional oncology. Secretory mechanisms. Biogenesis of membranes. Regulation of gene expression. RNA processing. Protein structure and function. Retroviral genetics.

Biochemistry (BIOC)

231. *General Biochemistry*. I. 7 hr. PR: general chemistry, organic chemistry. (For medical students; others by consent.) Consists of seven main lectures, one clinical correlation lecture and one problem session per week.

239. *Clinical Chemical Techniques*. II. 4 hr. PR: BIOC 139, 231 or equiv. (Primarily for medical technology students; open to other qualified students by consent.)

305. *General Biochemistry*. II, 4 hr. PR: Inorganic chemistry, organic chemistry, and consent. (For dental and graduate students) Lecture, conference, and demonstration.

310/312. *General Biochemistry*. (Offered in conjunction with the Department of Agricultural Biochemistry.) I, II, 4 hr. per sem. PR: General chemistry, organic chemistry. (For graduate students in basic sciences programs)

391. *Advanced Topics*. I, II, S. Variable 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses

397. *Master's Degree Research or Thesis*. I, II, S. Variable 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

399. *Special Topics*. I, II, 1-2 hr. PR: Consent. Journal Club, Teaching and Laboratory Rotations.

490. *Teaching Practicum I and II*. 1-3 hr. Consent of chairperson. Supervised practice in college teaching of biochemistry. Graded as S or U.

491. *Advanced Study*. I, II, 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures. (Physical techniques in biochemistry; nucleic acids and protein biosynthesis; enzymology and protein chemistry; (each topic—one semester, offered alternate years). Designed primarily for students who will do research in biochemistry and molecular biology. (Nucleic Acids—Fall, 1993; Enzymology—Spring, 1994.))

496. *Graduate Seminar*. I, II, 1 hr. PR: Consent. Presentation and discussion of special topics.

497. *Research*. I, II, S. 1-15 hr. PR: Consent.

Community Health Promotion

Kenard McPherson, Program Director

147 Coliseum

Degree Offered: Master of Science

The community health promotion program offers a master of science **M.S.** degree in community health promotion with majors in community health education and school health education. The community health education degree provides for a clinical or research emphasis. The major purpose of the program is to prepare health educators to interface between communities and health care systems. The community health educator serves as a partner in the health team and provides leadership in planning, developing, organizing, implementing and evaluating health promotion components of the total health program.

Health promotion graduates may be employed as classroom health teachers, community health educators, wellness center consultants, and health educators in corporations, health agencies, or state/county health departments.

To be accepted into either degree program (community health education **Prerequisites** or school health education), the applicant must hold a bachelor's degree from

an accredited college or university, meet university admission standards, and demonstrate academic achievement in prior studies.

GPA Applicants must have attained a GPA of 3.00 or better at the bachelor's or master's level to be accepted as a regular graduate student. Applicants with a GPA between 2.50 and 2.99 may be accepted as provisional students. Applicants meeting admission requirements may not be accepted if program enrollment maximum level has been reached. Preferential admission is given to the best qualified students fulfilling one or more of the following qualifications:

- Admission Criteria**
- At least two years of full-time work experience in the health or human services field.
 - Breadth and depth of academic preparation in the biological or health sciences.
 - Bachelor's degree in health education or health promotion.

Applicants are regularly admitted for the fall term. Preference is given to early applicants meeting all admission requirements. Under unusual circumstances, applicants may be admitted during the spring or summer terms.

Students in the community health education master's program must complete either the clinical or the research emphasis. Graduates of the clinical option must complete 50 hours of study.

Required Courses Required CHPR courses (29 hours) include the following:

CHPR 306 <i>Community Health</i>	3 hrs.
CHPR 330 <i>Health Education and Behavioral Science</i>	3 hrs.
CHPR 376 <i>Evaluation of Health Education Research</i>	3 hrs.
CHPR 385 <i>Practicum (Field)</i>	1-15 hrs.
CHPR 401 <i>Health Care Organization and Management</i>	3 hrs.
CHPR 402 <i>Designing Public Health Education Programs</i>	3 hrs.
CHPR 496 <i>Graduate Seminar</i>	2 hrs.

An additional nine hours of community health education electives are required. Electives and other courses included in the student's plan of study must be approved by a faculty committee.

Research Required Courses Students in the research emphasis must complete 44 hours of study. Required CHPR courses (26 hours) include the following:

CHPR 306 <i>Community Health</i>	3 hrs.
CHPR 330 <i>Health Education and Behavioral Sciences</i>	3 hrs.
CHPR 376 <i>Evaluation of Health Education Research</i>	3 hrs.
CHPR 385 <i>Practicum (Field)</i>	1-15 hrs.
CHPR 401 <i>Health Care Organization and Management</i>	3 hrs.
CHPR 402 <i>Designing Public Health Education Programs</i>	3 hrs.
CHPR 496 <i>Graduate Seminar</i>	2 hrs.
CHPR 498 <i>Thesis</i>	2-4 hrs.

An additional nine hours of community health education electives are required. Electives and other courses included in the student's plan of study must be approved by a faculty committee.

School Health Education The school health education master's degree program is **open** only to students who currently hold a West Virginia teaching certificate or who are eligible to obtain the certificate. Graduates of the School Health Education program must complete 49 hours of study. Required CHPR (34 hours) include the following:

CHPR 301 <i>Advanced School Health</i>	3 hrs.
CHPR 305 <i>Philosophy of Health Education</i>	3 hrs.
CHPR 306 <i>Community Health</i>	3 hrs.

CHPR 307 <i>Community Health: Human Sexuality</i>	3 hrs.
CHPR 220 <i>Drug and Alcohol Abuse Prevention</i>	3 hrs.
OR	
CHPR 309 <i>Community Health: Drug Education</i>	3 hrs.
CHPR 330 <i>Health Education and Behavioral Science</i>	3 hrs.
CHPR 376 <i>Evaluation of Health Education Research</i>	3 hrs.
CHPR 391 <i>Advanced Topics: Health Concepts</i>	3 hrs.
CHPR 391 <i>Advanced Topics: Performance Assessment</i>	3 hrs.
CHPR 401 <i>Health Care Organization and Management</i>	3 hrs.
CHPR 402 <i>Designing Public Health Education Programs</i>	3 hrs.
CHPR 496 <i>Graduate Seminar</i>	2 hrs.

The remaining hours of study must be approved by a faculty committee
 * Program faculty are in the process of revising curriculum. Please contact the Community Health Promotion office for latest course listings.

Community Health Promotion (CHPR)

220. *Drug and Alcohol Abuse Prevention.* 3 hr. Experiences designed to prevent the development of abusive drug-taking relationships by focusing on psychological variables such as self-esteem, coping skills, and development of support networks
290. *Women and Health.* 3 hr. Examination of theories, myths, and practices surrounding women's physical and mental health from both historical and present-day perspectives. Exploration of specific health issues and controversies and the rise of the women's health movement.
301. *Advanced School Health.* 3 hr. PR: Graduate standing and consent. Analysis of problems in school health services, healthful school living, nature of health education, and scope of health instruction which confronts teachers and administrators
305. *Philosophy of Health Education.* 3 hr. PR: Graduate standing and consent. Analysis of the scientific bases, purposes, procedures and content, with implications for school and public health education.
306. *Community Health.* 3 hr. PR: Graduate standing and consent. Health problems requiring community action, basic public health activities, community organizations for health protection, voluntary health agencies, school health programs, and the role of state and federal agencies in the community health program.
307. *Community Health: Human Sexuality.* 3 hr. PR: Consent. Analysis of sex-related issues including parenting, sex education, sexual sanctions, pornography, sexual dysfunctions, and sexual variance. Designed for teachers, health professionals, and interested lay persons.
308. *Community Health: Death Education.* 3 hr. PR: Consent. Surveys death/dying from a humanistic viewpoint. Examines philosophical, psychological, legal, and sociological aspects of death, grief, and mourning. Appropriate for teachers, health professionals, and other desiring understanding of death as a part of living.
309. *Community Health: Drug Education.* 3 hr. PR: Consent. Designed to help students learn appropriate components of a drug education program, gain an understanding of drug taking in this society, and acquire insights into dependent behaviors.

320. *Roles and Functions of Health Educators*. 3 hr. PR: Graduate standing and consent. An investigation of the roles and functions of the health educator in a variety of community settings including hospitals, clinics, voluntary agencies, etc.
330. *Health Education and Behavioral Science*. 3 hr. PR: Consent. Integrates the concepts of health education and behavioral science to facilitate changes in health behavior of individuals and groups.
332. *Safety Education Principles and Content*. 3 hr. PR: CHPR 131 and consent. Study and analysis of content areas usually recommended for instructional programs within the field of safety, with emphasis on structured learning experiences.
355. *Traffic Safety Management*. 3 hr. PR: CHPR 151 or equiv. Elements of traffic safety management in public and private sectors are examined. Role of management organization, approaches, and programs is examined in light of the need for a safe and efficient highway transportation system.
357. *Alcohol Safety Programs*. 3 hr. Safety programming in schools, community and the workplace. Approaches, programs, and materials are examined for use at the local level. Scientific reports are studied to determine the effectiveness of various approaches.
373. *Professional Development*. 1-6 hr. PR: Consent. Specially designed experiences for those interested in advancing professional skills in a particular specialty.
376. *Evaluation of Health Education Research..* 3 hr. PR: ED P 311 or consent. Study of published research to determine basic scientific accuracy and value.
385. *Practicum (Field)*. 1-15 hr. PR: Graduate standing and consent. Under the guidance of faculty and counselors, students may assume major responsibility during a semester in a communitywide program.
391. *Advanced Topics*. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.
397. *Master's Degree Research or Thesis*. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.
401. *Health Care Organization and Management*. 3 hr. PR: Consent. To provide future managers, present practitioners, and interested students with organizational and managerial concepts and theories to help analyze and resolve administrative problems in planning and delivering health services in the community.
402. *Designing Public Health Education Programs*. 3 hr. PR: CHPR 306 or consent. Theory and practice of developing health education programs for community health agencies. Students will work in task groups as consultants to local agencies and design comprehensive programs consistent with theory.
490. *Teaching Practicum I and II*. 1-3 hr. Consent of chairperson. Supervised practice in college teaching of anatomy. Graded S or U.
491. *Advanced Study*. I, II. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

- 492. *Directed Study.* I, II, S. 1-6 hr. Directed study, readings, and research.
- 493. *Special Topics.* I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.
- 494. *Special Seminars.* I, II, S. Special seminars arranged for advanced graduate students.
- 495. *Independent Study.* I, II, S. 1-6 hr. Faculty supervised study of topics not available through regular course offerings.
- 496. *Graduate Seminar.* 1 hr. PR: Consent. It is anticipated that each graduate student will present at least one seminar to the assembled faculty and graduate student body of his/her program. (Graded S/U)
- 497. *Research.* I, II, S. 1-15 hr. PR: Consent of instructor or chairperson (May be repeated as needed with permission.)
- 498. *Thesis.* 2-4 hr. PR: Consent.
- 499. *Graduate Colloquium.* 1-6 hr. PR: Consent. For graduate students not seeking course work but who wish to meet residence requirements, use University facilities, and participate in academic and cultural programs.

Exercise Physiology

Rachel Yeater, Director of Exercise Physiology; Graduate Coordinator
131 Coliseum

Degrees Offered: Master of Science, Doctor of Education

(The doctor of education is temporarily administered by the School of Physical Education)

The exercise physiology master of science program prepares students for careers in adult fitness, hospital- or corporate-based wellness programs, or cardiac rehabilitation. Students specialize by completing a 200 hour internship. A thesis option is also available.

Fifteen students are accepted once a year (by May 30) on a competitive basis. Applicants must have a baccalaureate degree in an allied field from an accredited institution with a minimum undergraduate grade-point average of 2.75 (based on A=4.0 grade points). Three letters of reference are required. Applicants are selected for admission on the basis of scholastic standing (special attention is given to science grades), and recommendations. The graduate application, three letters of reference, and college transcripts must be submitted by April 15.

A minimum of 36 semester hours of credit is required for graduation. The following courses or course equivalents are required:

ATTR 219 <i>Gross Anatomy</i>	3 hrs
PSIO 241 <i>Mechanisms of Body Function</i>	4 hrs
PHAR 249 <i>Drugs and Medicines</i>	3 hrs
HN&F 310 <i>Human Nutrition</i>	3 hrs
SS 315 <i>Research Methodology in Physical Education</i>	3 hrs
EXPH 367 <i>Theories of Sport Physiology</i>	3 hrs

Program

Admission

Required Courses

STAT 311 <i>Statistical Methods</i>	3 hrs.
EXPH 491 <i>Advanced Study (Laboratory Techniques)</i>	3 hrs.
EXPH 491 <i>Advanced Study (Stress Testing)</i>	3-6 hrs.
EXPH 491 <i>Advanced Study (Diabetes and Exercise)</i>	3 hrs.
EXPH 491 <i>Advanced Study (Internship)</i>	6 hrs.

OR

EXPH 397 <i>Research</i>	3 hrs.
EXPH 498 <i>Dissertation/Thesis Seminar</i>	3 hrs.

Ed.D. The major objectives of the doctoral program are to prepare professionals in exercise physiology who have (1) cognitive expertise in exercise physiology, (2) clinical skills in both preventive and rehabilitation medicine including assessment of functional capacity and exercise prescription, and (3) expertise in conducting applied and/or clinical research.

Admission Students must have a master's degree with a minimum graduate grade-point average of 3.0, two letters of recommendation from professors involved with the student's graduate work, an official transcript of all college work, and the results of the Graduate Record Examination or the Miller Analogies Test.

GRE The minimum recommended score on the Graduate Record Examination is 1000 for the verbal and quantitative scores combined. The minimum recommended score on the Miller Analogies Test is 50. However, students will not

Interview be accepted nor denied acceptance based solely on test score. An interview with the program faculty is required. All students will be admitted provisionally

Provisional Year pending completion of a minimum of 18 hours of course work with grades of B or higher and two semesters of clinical laboratory work. Clinical work will be evaluated by: (1) a subjective judgment by the program faculty concerning the student's ability to positively interact with patients and/or exercise program participants, and (2) demonstration of competency in clinical skills, which includes such things as stress testing, ECG interpretation, and exercise prescription for symptomatic and asymptomatic patients.

Graduate Committee After the provisional year, students who are accepted as regular graduate students will work with a chairperson to form a graduate committee. The committee and student will develop a plan of study which will include required course work for the program and the method and areas for a comprehensive exam. If the student has not completed the following basic science requirements, they will be required as part of the doctoral program. If students do not have an M.S. in exercise physiology, they will be required to take the M.S.-level required courses.

Basic Sciences Basic Science Requirements

8 hours biology	(equivalent of WVU BIOL 1, 2, 3, 4)
8 hours physics	(equivalent of WVU PHYS 1 and 2)
8 hours general chemistry	(equivalent of WVU CHEM 15 and 16)
8 hours organic chemistry	(equivalent of WVU CHEM 133 and 134)
3 hours calculus	(equivalent of WVU MATH 128)

M.S. Required Courses	M.S.-Level Required Courses
	ATTR 219 <i>Gross Anatomy</i> 3 hrs.
	PSIO 241 <i>Mechanisms of Body Functions</i> 3 hrs.
	PHAR 249 <i>Drugs and Medicines</i> 3 hrs.
	EXPH 367 <i>Theories of Sport Physiology</i> 3 hrs.
	EXPH 491 <i>Laboratory Techniques/Methods</i> 3 hrs.
	EXPH 492 <i>Stress Testing</i> 3 hrs.

Required Doctoral Course Work		Required
*Graduate-level biochemistry courses	3 hrs.	Doctoral
Medical Physiology 344	5 hrs.	Courses
Medical Physiology 345	5 hrs.	
EXPH 491 <i>Advanced Study</i> Exercise Physiology	9 hrs.	
EXPH 491 <i>Advanced Study</i> Clinical Internship	3-12 hrs	
EXPH 496 <i>Graduate Seminar</i>	12 hrs	
*Statistics	9 hrs	

*Specific courses to be determined by doctoral committee

The graduate seminar is required during all semesters of doctoral work. students present a research article each week during spring and fall semester for 3 hours of graduate credit. Students designate a minor area such as cardiac rehabilitation, reproductive physiology, or nutrition and take 12 to 15 hours of coursework in this area. Students typically spend three to five years completing the program depending on whether they have a master's degree in exercise physiology before entering.

Following completion of the coursework, the student will take a written comprehensive examination on the areas specified on the doctoral plan of study. If the student successfully passes the comprehensive exam, the student can orally defend to the graduate committee a prospectus for the dissertation. If the student fails the comprehensive exam the second time, the student is dismissed from the program.

The student must complete a dissertation that makes a contribution to knowledge in applied exercise physiology and pass an oral examination based primarily upon the dissertation. After successful completion of the oral examination and submission of the final copy of the dissertation, the candidate will be recommended for the degree.

Exercise Physiology (EX PH)

360. *Biochemical Analysis of Sport and Physical Activity*. II 3 hr. PR: SS 164 and 165 or equiv.; SS 315. Advanced principles of body mechanisms and analysis of muscle and joint actions in coordinated movement and neuromuscular physiology.

364. *Theories of Sport Physiology*. I, S. 3 hr. PR: SS 315. Thorough and workable knowledge of principles involved in the interactions of muscles and nerves, reflexes, metabolism, cardiopulmonary function, environmental physiology, and the practical application of work physiology.

391. *Advanced Topics*. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

397. *Master's Degree Research or Thesis*. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

490. *Practicum*. I, II, S. 1-3 hr. PR: Consent. Supervised practice in teaching exercise physiology.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced subjects that are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

492. *Directed Study*. I, II, S. 1-6 hr. Directed study, readings, and research.
493. *Special Topics*. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.
494. *Special Seminars*. I, II, S. Special seminars arranged for advanced graduate students.
495. *Independent Study*. I, II, S. 1-6 hr. Faculty supervised study of topics not available through regular course offerings.
496. *Graduate Seminar*. 1 hr. PR: Consent. It is anticipated that each graduate student will present at least one seminar to the assembled faculty and graduate student body of his/her program. (Graded S/U)
497. *Research*. 1-15 hr.
498. *Thesis*. 2-4 hr. PR: Consent.
499. *Graduate Colloquium*. 1-6 hr. PR: Consent. For graduate students not seeking course work but who wish to meet residence requirements, use University facilities, and participate in academic and cultural programs.

Gerontology Center

The WVU Gerontology Center reflects the University's commitment to increase understanding of the aging process and support efforts to improve the quality of life for elderly persons, particularly the rural elderly of Appalachia. The Gerontology Center promotes and coordinates interdisciplinary teaching, research, and service in aging at WVU.

A graduate certification program in multidisciplinary gerontology is available through the Center for graduate students pursuing advanced degrees in other fields and special graduate students who are non-degree candidates.

The certificate program requires a minimum of 15 graduate hours including fundamentals of gerontology, which is cross-listed as Biology 375 and Psychology 375, and nine elective hours selected on the basis of appropriateness to the individual student's goals from an approved pool of aging-related courses. All students will enroll for three hours in research or special topics. A research project and paper that demonstrates linkage between gerontology and the student's primary discipline is required. This capstone paper will be presented at a gerontology research seminar by the Gerontology Center.

Other University units involved in teaching and research in human aging include the College of Agriculture and Forestry, the Eberly College of Arts and Sciences, the College of Human Resources and Education, the School of Nursing, the School of Pharmacy, the School of Physical Education, the School of Social Work, and Extension Services.

The Center's library collection augments the gerontology holdings of other campus libraries, and is open to the entire community, Monday through Friday, 8:30 A.M.-5:00 P.M.

Candidates for the graduate certificate must meet regular WVU graduate admission requirements and must be able to demonstrate elementary knowledge of gerontology, i.e. material covered in MDS 50 *Introduction to Gerontology*. Program participants must maintain a minimum grade point average of 3.0 in certificate course work.

Further information, assistance in academic program planning in multidisciplinary gerontology, and registration forms may be obtained from the West Virginia University Gerontology Center, Chestnut Ridge Professional Building, Morgantown, WV 26505. (Telephone 304/293-2081).

Gerontology (Geron.)

291/391. *Special Topics*. I,II. 1-3 hr. PR. Consent Special problems for undergraduate and graduate students working on certificate programs. Topics change from semester to semester. Students can enroll more than once.

For a complete listing of aging-related courses including graduate certificate electives, contact the Gerontology Center, Chestnut Ridge Professional Building, 912 Chestnut Ridge Road, P.O. Box 6630, Morgantown, WV 26506-6630. Telephone (304) 294-2081.

Medical Technology

Jean D. Holter, Director of the Program; Graduate Coordinator
2138 Health Sciences North

Degree Offered: Master of Science

The WVU medical technology graduate program prepares graduate medical technologists for positions either as administrators and teachers in medical technology educational programs or as supervisors and administrators of the clinical laboratory. The primary objective is to assist in development of knowledge in an area in administration, in education, or a special area of interest selected by the student, which may be a special medical laboratory science as the specific area applies to laboratory medicine. Areas of emphasis include clinical chemistry, clinical microbiology, hematology, and immunohematology. The specific course work requirements for the master of science degree rests with the graduate adviser in the student's specific area of interest.

Applicants must have a baccalaureate degree in medical technology from an accredited institution or a baccalaureate degree in an allied field and be a certified medical technologist with an acceptable certifying agency. Information concerning the medical technology undergraduate program may be found in the *WVU Health Sciences Catalog* and the *WVU Undergraduate Catalog*.

The area of concentration in medical technology desired by the student is considered in the evaluation of the undergraduate as follows:

- Individuals who desire to do special study in clinical chemistry, hematology, or immunohematology must have completed eight hours of physics, three hours of mathematics, and four hours of organic chemistry on the college level.
- Individuals who desire to do special study in microbiology must have completed four hours of organic chemistry and 16 hours of biological sciences.
- A minimum of one year's experience in a clinical laboratory is required for admission.

Students will be required to make up deficiencies in the above, as well as other deficiencies deemed necessary by the adviser.

Applicants must have a minimum undergraduate grade-point average of 2.5 (based on A=4.0 grade points) for admission.

All applicants are required to take the general aptitude part of the Graduate Record Examination. Results should be sent to the WVU Medical Technology Programs Office, P.O. Box 9211, Morgantown, WV 26506-9211

**Areas
of
Emphasis**

Admission

**Basis for
Evaluation**

GPA

GRE

Letters of Reference	Two letters of reference must be on file in the Medical Technology Office. One letter should be from the major adviser in the undergraduate college and another from the immediate supervisor of the applicant's present position. An interview will be requested for all applicants who meet the requirements for admission.
Application Procedural Steps	<p>Applicants are selected for admission on the basis of scholastic standing, recommendations, and interest in the field of medical technology. The number of applicants accepted is necessarily limited by the available facilities; and in general, applicants with the most experience are considered first.</p> <ol style="list-style-type: none"> 1. A preliminary application is filed in the Medical Technology Programs Office. 2. Two letters of recommendation are sent to the Medical Technology Programs Office. <p>After approval of the preliminary application, the admission procedure is the same as for other WVU graduate programs.</p> <p>A personal interview is required before final admission to the program. This interview will give the graduate student an opportunity to evaluate the program and to determine if the program will offer the educational opportunities which the student desires.</p>
Course of Study	<p>It is expected that the students entering the graduate program in medical technology will have a goal in mind and a special field of interest in medical technology. A minimum of 36 semester hours of credit, including a research problem, is required. The student selects a major area of concentration from either education, supervision, or administration, and a minor area from clinical microbiology, clinical chemistry, clinical hematology, or immunohematology. A minimum of 15 semester hours of course work from the following courses is required, depending upon the major area of concentration.</p> <p>ED P 320 <i>Introduction to Research</i> (required).</p>
Education	<ul style="list-style-type: none"> • If the major area is education, the following three-hour courses are available: <ul style="list-style-type: none"> CHPR 320 <i>Roles and Functions of Health Education</i> ED A 320 <i>Personnel Administration</i> ED A 351 <i>Administrative Procedures in Adult Education</i> ED A 462 <i>Higher Education Law</i> ED A 463 <i>Higher Education Finance</i> ED F 320 <i>Philosophic Systems and Education</i>.
Supervision and Administration	<ul style="list-style-type: none"> • If the major area is supervision and/or administration, the following three-hour courses are available: <ul style="list-style-type: none"> ED A 320 <i>Personnel Administration</i> ED A 462 <i>Higher Education Law</i> ED A 463 <i>Higher Education Finance</i> PUBA 341 <i>Administrative Organization and Management</i> PUBA 344 <i>Public Personnel Administration</i> PUBA 345 <i>Public Administration and Policy Development</i> • Other three-hour courses available for either major for additional credit are: <ul style="list-style-type: none"> ED P 231 <i>Sampling Methods</i> ED P 260 <i>Medical and Microcomputers in Instruction</i> ED P 301 <i>Introductory Behavior Analysis: Human Resources</i> ED P 321 <i>Design of Experiments</i> ED P 343 <i>Statistical Analysis in Education</i> ED P 364 <i>Precision Teaching</i> ED P 370 <i>Programmatic Research</i> CHPR 308 <i>Community Health: Death Education</i>

CHPR 309 Community Health: Drug Education

Recommended:

ED P 311 *Statistical Methods*,
STAT 311 *Statistical Methods*, or
CCMD 311 *Biostatistics*

Other courses to complete 36 semester hours are selected by the student and the adviser in the area of concentration selected by the student. Students may select courses in departments in schools other than the School of Medicine.

All students must complete a minimum of 18 semester hours in a science related to medical technology including seminar (three hours) and problem study (six hours).

Minimum
Hours

In addition, at the discretion of the student's adviser, other requirements in teaching, supervision, and administration may be necessary.

The adviser formulates with the student a plan of study for the entire graduate program. This plan is usually made at the end of the first semester of the student's graduate study. The plan of study is signed by the adviser and student and sent to the Health Sciences Graduate Program Office for approval. The original plan of study is returned to the Medical Technology Office to be put in the student's file.

Plan
of
Study

A final written comprehensive examination in the major and minor interest areas is given approximately one month before the oral defense. An oral defense of the problem study is given about one month after submission of the problem study in its final form to the student's graduate committee.

All requirements for the master of science degree, as outlined in this catalog, must be fulfilled. These requirements can be fulfilled in three semesters of full-time work, but ordinarily at least four semesters are required for completion of the degree requirements. Degree candidates must have a 3.0 grade-point average and must have removed all incomplete grades and deficiencies. All students must complete a problem study (see MTEC 397).

Time

Medical Technology (MTEC)

300. *Seminar*. I, II, S. 1 hr. Seminars include topics in laboratory management and education in medical technology, and timely topics. Minimum of three semester hours to include all three topics is required of all graduate students in the medical technology program.

391. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

397. *Research*. I, II, S. 1-15 hr. Student is required to pursue study on a problem in the student's area of concentration. This study is reported in a thesis-style manuscript. For this study and report, the student registers in MTEC 397. Total number of hours earned in MTEC 397 is determined by the student's adviser. As many as nine semester hours may be taken during one semester or, by arrangement with the adviser, credit hours may be taken over several semesters. In the final compilation for degree requirements, only six semester hours in MTEC 397 will be counted toward fulfillment of the 36 required semester hours for the degree even though the student may have registered for as many as 15 hours in MTEC 397.

Microbiology and Immunology

John B. Barnett, Chairperson of the Department

Robert Burrell, Graduate Coordinator

2095-B Health Sciences North

Degrees Offered: Master of Science, Doctor of Philosophy

Degrees The Department of Microbiology and Immunology offers programs of study leading to the degrees of master of science (M.S.) and doctor of philosophy (Ph.D.) in microbiology and immunology. Students with an undergraduate degree can apply to either the M.S. or Ph.D. program. The major purpose of graduate education in microbiology and immunology is research training. The basic philosophy of the department is that the students acquire a strong foundation in basic concepts of microbiology and immunology and have flexibility in choosing advanced course work in their specific areas of interest.

Requirements Applicants to the graduate program of the Department of Microbiology and Immunology must have earned a bachelor or master's degree. Applicants should have a strong background in biological sciences, organic chemistry,

Application physics, and mathematics. Applicants must submit a departmental application form, three letters of recommendation, and Graduate Record Exam (GRE) scores to the chairperson, Admissions Committee, Department of Microbiology and Immunology. In addition, transcripts and an official application for admission must be sent directly to the WVU Office of Admissions and Records, P.O. Box 6009, Morgantown, WV 26506-6009. Applicants for admission to a degree program should have a grade point average of 3.0 or better. GRE scores are used as one of several selection criteria for admission to the department's graduate program. Although no minimum score is required for selection, successful applicants usually have a combined score of 1500 or greater on the general GRE. International students must have a TOEFL score of 550. Early application is encouraged. Applicants desiring financial aid should complete their application before March 1. All applications must be completed by June for fall admission.

GPA

GRE

Courses Every student must take the following courses or demonstrate proficiency by examination in each of the following areas: Microbiology (MBIM) 301 *Medical Microbiology and Immunology*, MBIM 310 *Structure and Activities of Microorganisms*, and MBIM 391 *Advanced Topics* (laboratory rotation). In addition, two semesters of biochemistry, one semester of cell biology and one semester of molecular biology (MBIM 320 *Immunobiology* and MBIM 320 *Virology*), are required. The remainder of the course work is selected by the student and the advisory committee from the following courses: MBIM 327 and any of the topics covered in MBIM 491 *Microbiology and Immunology Advanced Study*. Enrollment in MBIM 496 *Seminar* is required each semester that the student is in residence. All full-time students in the Department of Microbiology and Immunology are required to participate in teaching at least one semester a year.

M.S. The master of science program requires 30 hours of course work, of which at least 20 hours must be in microbiology and immunology. Six hours must be in research (MBIM 397 *Master's Degree Research and Thesis*). A thesis representing original research and a final oral examination are required. A grade-point average of at least 3.0 must be maintained. In general, two years are needed to complete the M.S. program.

Students with either a bachelor's or master's degree can apply to the Ph.D. program. Those with a bachelor's degree must complete the basic course requirements expected of an M.S. candidate. The doctoral candidate with an M.S. degree from another department must have had course work or demonstrate knowledge in microbiology, immunology, and biochemistry equivalent to that of a master's student in the department. In addition, the doctoral student will take additional course work as determined by the student's graduate research advisory committee. A minimum of nine hours in Microbiology 491 courses or selected advanced courses from other departments is required. Where appropriate, course work in related subjects such as computer science, cell biology, biochemistry, physical chemistry, and statistics will be required. MBIM 496 Seminar is a required course each semester that the student is in residence. The student will maintain a grade point average of 3.0. The doctor of philosophy program requires a dissertation representing the results of an original research investigation and the passing of a written qualifying, candidacy exam, and a final oral examination. The qualifying examination is given at the end of the third year of residence. The candidacy exam is normally completed in the fourth semester of residence. The final oral examination is given after completion of research and an acceptable dissertation. A minimum of three years are usually needed to complete the Ph.D. program.

The Department of Microbiology and Immunology has informal journal clubs in immunology, virology, and in microbiology. These are designed to help the students develop skills in reading, interpreting and discussing current research articles. All students are expected to participate in one or more.

For application materials, a description of faculty research interests, guidelines for graduate students in the Department of Microbiology and Immunology, write to the Chairperson, Admissions and Scholarship Committee, Department of Microbiology, WVU Health Sciences Center, Morgantown, WV 26506-9177.

Pathogenic Bacteriology: mode of action of microbial products in pathogenicity; oral microbiology; biology of spirochetes; microbial adherence.

Mycology: pathobiology of medical mycoses; environmental health implications of fungal and algal toxicoses.

Physiology: nutrition and metabolism of a variety of pathogenic microorganisms, growth and protein synthesis in obligate intracellular bacteria.

Genetics: basic studies in the mechanisms of genetics including transfer of genetic information; recombinant DNA studies.

Virology: mechanism of viral replication and mutation.

Parasitology: host-parasite relationships between helminth parasites and insects and vertebrate hosts; endosymbionts in protozoa.

Immunology: immunopathology of pulmonary disease; inflammatory response to inhaled organisms; developmental aspects of immunity, mechanisms of T-cell function; effects of xenobiotic exposure on the immune system.

Tumor biology: mechanisms of oncogenesis; functional analysis of oncogenic proteins.

Other programs: detection of environmental pollutants; effect of environmental agents on host resistance.

Ph.D.

Seminar
GPA

Research

Candidacy

Areas
of
Current
Research

Microbiology (MBIM)

220. Microbiology. (For pharmacy students.) II. 4 hr. PR or CONC Biochemistry. Pathogenic microorganisms, including immunology and antimicrobial agents.

223. *Microbiology*. (For medical technology students; other students with consent.) II. 5 hr. PR or CONC.: Organic chemistry. Basic microbiology. Emphasis on immunology, pathogenic microorganisms, and clinical laboratory techniques.
224. *Parasitology*. (For medical technology students; other students with consent.) II. 4 hr. Study of animal parasites and disease vectors with emphasis on disease manifestations, parasite biology and laboratory diagnosis.
301. *Microbiology*. (For medical students and a limited number of graduate students in health science basic science departments.) I. 5-7 hr. PR: Organic chemistry, biochemistry. Detailed study of pathogenic microorganisms and immunology. Emphasis on use of microbiology in solving clinical problems.
302. *Microbiology*. (For dental students only.) I. 5 hr. PR: Organic chemistry. Detailed study of pathogenic microorganisms. Emphasis on oral flora.
310. *Structure and Activities of Microorganisms*. II. 3 hr. PR or CONC.: Biochemistry, consent. Molecular biology of *E. Coli* and other selected organisms.
317. *Special Problems in Microbiology*. I, II, S. 1-7 hr. per semester.
 {A. *Special Problems in Basic Immunology*. I. 2 hr. PR: Consent.
 B. *Special Problems in Microbiology*. II, S., VR. PR: Consent.
 C. *Special Problems in Post Graduate Dental Microbiology*. II. 4 hr. PR: Consent.}
327. *Parasitology*. (For graduate students.) II. 4 hr. PR: Consent. Study of animal parasites and disease vectors with emphasis on disease manifestations, parasite biology, laboratory diagnosis, and current concepts in parasitological research.
391. *Advanced Topics*. I, II, S. Investigation of advanced topics not covered in regularly scheduled courses.
 {A. *Laboratory Rotation*. I. 3 hr. PR: Consent; For graduate students in Microbiology and Immunology. Assigned study to develop research laboratory techniques. Graded S or U.
 B. *Immunology*. I, II, S. VR. PR: Consent. Independent study in immunology.}
397. *Master's Degree Research or Thesis*. , II, S. 1-15 hr. PR: Graduate students in Microbiology and Immunology. Students may enroll more than once. Graded S or U.
490. *Teaching Practicum*. I and II. 1-3 hr. PR: Consent. Supervised practices in teaching of microbiology. Graded as S or U.
491. *Advanced Study*. I, II. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.
- {Pathogenic Bacteriology*. I. 2 hr. PR: MBIM 301, 310 or equiv. Consent. Pathogenic bacteriology with an emphasis on the mechanisms of pathogenesis. Topics include microbial adherence, toxin production and mechanisms, and normal flora and disease
- {Clinical Laboratory Bacteriology*. II. VR. PR: MBIM 301, 310, or equiv. Consent. Lectures on the identification of pathogenic microorganisms with an emphasis on bacteria. The laboratory includes a rotation through the hospital clinical microbiology laboratory. Limited enrollment. Graded as S/U.

(*Molecular Genetics*. I. 3 hr. PR: MBIM 310 or equiv. Consent. Molecular aspects of mutation, gene transfer mechanisms, genetic mapping, and genetic control using bacteria and bacteriophage systems as models.

(*Microbial Metabolism*. II. 2 hr. PR: MBIM 310, or equiv., biochemistry, consent. Physiology, metabolism, and regulation of representative microbial groups.

(*Microbial Metabolism Laboratory*. II. 1 hr. PR: Open to departmental graduate students only. Research techniques in metabolic regulation.

(*Medical Mycology*. I. 3 hr. PR: Consent. Advanced study of fungi of medical importance, including the pathobiology of mycoses and toxicoses.

(*Molecular Virology*. I. 3 hr. PR: MBIM 310, 301, or equiv., consent. Molecular biology of viruses that are important both biologically and medically. Includes a basic introduction to replication and genetics as well as current topics in molecular virology.

(*Developmental Immunology*. I. 3 hr. PR: Consent. Examines the development of the lymphoid components of the immune system (B and T lymphocytes) and interactions leading to effective immune responses.

(*Cellular and Genetic Basis of the Immune Response*. I. 3 hr. PR: Consent. Emphasis is on contemporary issues in understanding the genetic and cellular elements that impact immune responses.

(*Contemporary Topics in Immunobiology II*. 3 hr. PR: Consent. Detailed coverage of major issues of contemporary research in immunobiology.

(*Retroviruses and Oncogenes*. I. 3 hr. PR: Consent. Current concepts of neoplastic development; emphasis on origin and functions of oncogenes and their role in molecular oncology.

(*Systems Immunology II*. 3 hr. PR: Consent. An integrative systems approach to immunology stressing how immunologic recognition is translated into biologic consequences. Advanced treatment of different aspects of the efferent arm of immune responses.)

492. *Directed Study*. I, II, S. 1-6 hr. Directed study, readings, and research.

493. *Special Topics*. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.

494. *Special Seminars*. I, II, S. Special seminars arranged for advanced graduate students.

495. *Independent Study*. I, II, S. 1-6 hr. Faculty supervised study of topics not available through regular course offerings.

496. *Seminar*. I, II. 1 hr. PR: Consent. Graduate students present at least one seminar to assembled faculty and students in Microbiology and Immunology. Graded as S or U.

497. *Research*. I, II, S. 1-15 hr. PR: Consent of instructor or chairperson. (May be repeated as needed with permission.)

498. *Thesis*. 2-4 hr. PR: Consent.

499. *Graduate Colloquium*. 1-6 hr. PR: Consent. For graduate students not seeking course work but who wish to meet residence requirements, use University facilities, and participate in academic and cultural programs.

Pharmacology and Toxicology

William W. Fleming, Chairperson of the Department

Robert Craig, Graduate Coordinator

3151 Health Sciences North

Degrees Offered: Master of Science, Doctor of Philosophy

Degree Programs	Pharmacology and toxicology involve all aspects of the action of drugs on living systems and their constituent parts. These range from the chemical reactions taking place within cells to the evaluation of a drug in the treatment of human disease. The Department of Pharmacology and Toxicology offers graduate studies leading to the degrees of master of science and doctor of philosophy, with research concentrations in such areas as cellular and molecular pharmacology, autonomic pharmacology, biochemical pharmacology, neuropharmacology, cardiovascular pharmacology, endocrine pharmacology, malarial chemotherapy, and renal, hepatic, and pulmonary toxicology.
Admission	Regular applicants for the graduate program in pharmacology and toxicology should present, as a minimum, the following undergraduate courses: one semester of biology; two semesters of physics; one semester of calculus; four semesters of chemistry including two semesters of organic chemistry. Two letters of recommendation from science professors, an official transcript, and the results of the Graduate Record Examination are also required. The prospective student should have a minimum 3.0 overall grade-point average at the undergraduate level.
Financial Aid	In general, students requesting financial support should have all credentials forwarded by February 1. For additional information write to the Director of Graduate Studies, Department of Pharmacology and Toxicology, WVU Health Sciences Center, Morgantown, WV 26506.
Master of Science	Ordinarily the department does not accept graduate students solely into a master's program. However, the master's degree is offered and is available as an intermediate degree en route to the Ph.D. Its primary function, as viewed by the faculty, is as an aid to the student new to research for the formulation, conduct, and writing of an abbreviated, but complete, independent research project. Most students, with the faculty's concurrence, choose to proceed directly with their doctoral research without a master's degree. These students must submit a comprehensive progress report on their research in lieu of a thesis.
Doctor of Philosophy	Before official admission to candidacy for the doctorate, the student must satisfactorily complete a grant-writing exercise, an acceptable progress report, and an oral comprehensive qualifying examination.
Committee	A doctoral examining committee will be formed at the time of submission of the grant proposal (at the beginning of the third year in the program). The committee will generally consist of at least three members from within the Department of Pharmacology and Toxicology and two from outside the department. Before any doctoral committee is appointed, its membership must be approved by the department's faculty. The committee will then meet with the student to approve the grant-writing exercise and to discuss the details of the proposed dissertation research. Regardless of whether the student takes an M.S. or elects to do a progress report, he/she and the committee must agree on the final plan for the dissertation research. The committee is to be informed if major changes in the plan are contemplated and will meet periodically with the student to discuss his/her progress. Three or four months before the

completion of the research project, the committee will again meet with the student to decide specific details of the dissertation preparation.

The oral preliminary examination will be held in early January of the student's third year in the program. The scheduling of the preliminary examination is contingent upon successful completion of all work to that date, including a satisfactory grant application. The student's doctoral committee will constitute the oral examining body.

If the student successfully passes the oral examination, a progress report should be submitted to his/her dissertation committee on or about March 1 of the third year.

If a student is not successful in the oral preliminary examination, the committee may recommend a second attempt to take place not less than one nor more than three months later. Alternatively, the committee may recommend to the entire faculty that the student should write a master's thesis.

A progress report is expected to be written by each student in the program, except those students who are receiving an M.S. degree. M.S. students will write a master's thesis. The progress report should be written in the style of a dissertation and should be presented in an acceptable form to the dissertation committee on or about March 1 of the student's third year in the program. The student will defend the progress report before the dissertation committee.

Upon admission to candidacy for the degree of doctor of philosophy, the candidate must select a topic for the dissertation under the direction of the candidate's adviser, complete a dissertation which makes a contribution to knowledge in the candidate's area of concentration, and pass an oral examination based primarily upon the dissertation. After successful completion of the oral examination and submission of the final copy of the dissertation, the candidate will be recommended for the degree.

Autonomic pharmacology: autonomic regulation of the cardiovascular system and of smooth muscle; sensitivity to autonomic drugs, electrophysiological studies of cardiac and smooth muscle.

Chemotherapy: antimalarial agents, anticancer agents, effects of pharmacological agents on single-cell organisms.

Biochemical pharmacology: drug metabolism, effects of drugs on lipid and nucleic acid metabolism, metabolism of environmental substances to carcinogens.

Molecular pharmacology: interaction of drugs and hormones with nucleic acids, molecular mechanisms of signal transduction.

Cellular pharmacology: mechanism of receptors with second messenger systems, function of ion channels.

Endocrine pharmacology: mechanism of action of steroids, metabolism of sex accessory tissues, relationship of hormones to tumor growth and development.

Neuropharmacology: biochemical basis of epilepsy, mechanism of action of anticonvulsant drugs, neuromediators in the central nervous system.

Toxicology: metabolism of toxic agents, pulmonary toxicology, renal toxicology, environmental toxicology, and perinatal pharmacology and toxicology.

**Oral
Examination**

**Progress
Report**

Dissertation

**Research
Areas**

Pharmacology and Toxicology (PCOL)

243. *Pharmacology for Pharmacy Students*. I. 4 hr. PR: Completion of first year in Pharmacy; approval of course director. Principles, pharmacodynamic actions, and therapeutic applications of clinically useful drugs.

360. *Pharmacology and Therapeutics*. (For dental and graduate students.) I. 4 hr. PR: Dental student standing or consent. Lecture and demonstrations on pharmacological actions and therapeutic uses of drugs.

361. *Pharmacology* (For medical students and a limited number of regular, full-time graduate students in basic medical science departments.) II. 6 hr. PR: Consent of department chairperson. Lecture-conference-laboratory on principles, pharmacodynamic actions, and therapeutic applications of clinically useful drugs.

362. *Occupational Toxicology*. II. 3 hr. PR: Consent. General principles of toxicology with special emphasis on occupational health. Classes of chemicals which pose problems in the workplace will be emphasized.

364. *Advanced Pharmacology*. I. (Alternate Years.) 1-6 hr. PR: PCOL 361 or consent. Advanced lectures and discussion of general principles of pharmacology and toxicology and advanced lectures in biochemical, endocrine, pulmonary, and cardiovascular pharmacology. 1-6 hr. lec. (Offered every second year.)

367. *Advanced Neuropharmacology*. I. 1-6 hr. PR: PCOL 361 or consent. Advanced lectures and discussion on drug receptor theory, neurophysiological aspects of pharmacology, supersensitivity, and the actions of drugs on the central and peripheral nervous system. 1-6 hr. lec. (Offered every second year.)

461. *Seminar in Pharmacology*. I, II. 1 hr. per sem. PR: PCOL 361 or graduate status in basic medical sciences.

462. *Literature Survey*. I, II. 1 hr. per sem. PR: Graduate status in pharmacology and toxicology. Current literature pertinent to pharmacology and toxicology including journals of allied biological sciences.

490. *Teaching Practicum*. I, II. 1-3 hr. per sem. PR: PCOL 361 and consent. (For advanced graduate students.) Critical evaluation of preparation and delivery of lectures in specified areas of pharmacology and toxicology.

491. *Advanced Study*. I, II. 1-6 hr. PR: Consent of chairperson.

497. *Research*. I, II, S. 1-15 hr. per sem.

Physiology

David Kreulen, Chairperson of the Department
Matthew Boegehold, Graduate Coordinator
3051 Health Sciences North

Degrees Offered: Master of Science, Doctor of Philosophy

The Ph.D. program is designed to produce physiologists of high quality, capable of conducting independent research and being effective teachers. Students in the department are exposed to all aspects of physiology and a variety of related sciences. Our graduates, as a result of this rigorous training, may pursue careers in any area of physiology and can interact creatively with scientists in related fields. The master's program is designed as an introduction to research in physiology for students interested in, but not yet committed to, a research career. Students in this program receive training in the fundamentals of physiology and experience in a research laboratory.

Applicants should have a strong background in biology and/or chemistry. In addition to a basic biology course, it is strongly recommended that applicants have taken cellular or molecular biology and an introductory physiology course; a course on comparative anatomy also provides particularly useful background information. Inorganic and organic chemistry are basic requirements, while physical chemistry is recommended, but not required. Finally, as several areas of physiology require an understanding of the fundamentals of calculus and physics, introductory courses on these subjects are also essential.

The department requires the following materials for consideration for the M.S. or Ph.D. program: three letters of recommendation, transcripts of all undergraduate and graduate grades; a completed departmental application form; and Graduate Record Examination scores (aptitude only). Students from non-English speaking countries also need to pass the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550. A bachelor's degree, or equivalent, is required for admission; an M.S. degree is not a prerequisite for the Ph.D. program.

A complete application kit and detailed descriptions of the degree programs can be obtained by writing to the Graduate Coordinator, Department of Physiology, Robert C. Byrd HSC of WVU, P.O. Box 9229, Morgantown, WV 26505-9229. Although applications may be submitted as late as April 1 of the year of matriculation, applications must be received before February 1 to be considered for financial aid.

Prerequisites for admission to the master's program are the same as those for the doctoral program. The first two semesters are devoted largely to course work in physiology (ten hours of graduate physiology, four hours of neurophysiology, and four hours of physiological methods). Additional course requirements are biochemistry (four hours) and statistics (three hours). Students are also introduced to the research interests of the faculty through the graduate colloquium and a physiological methods course which includes rotations in each faculty member's laboratory. At the end of the second semester, students pick a thesis adviser and begin work in that laboratory during the summer. The second year is spent primarily on research for and writing of the master's thesis. Students are required to take four hours of advanced physiology and present a research seminar during the second year.

The first year curriculum familiarizes the student with the basic information and principles that form a background for advanced work in physiology. Much

Application
and
Admission

Admission
Requirements

TOEFL

Financial Aid
Deadline

Prerequisites

Thesis
Adviser

Curriculum

of this overlaps with the basic science material presented to medical students, so that all students attend medical school courses such as neurophysiology. Much of the first year is devoted to graduate physiology (five hours/semester). This course is based upon lectures in medical physiology. Finally, students lacking a statistical background are expected to take a basic statistics course.

Faculty Research

In addition to this course work, students are introduced to the research interests of the physiology faculty through the graduate colloquium and rotations in each faculty member's laboratory. The latter are designed to help students choose a dissertation adviser by exposing them to the experimental approaches and techniques used in different laboratories within the department.

Basic Research

During the first summer, students are expected to begin research projects in a departmental research laboratory of their choice. This allows a student to explore an area of research interest without a firm commitment to pursue a dissertation project in that laboratory.

Graduate Adviser

During the second year, the student combines course work with the continuing development of research interests. A graduate adviser is selected during this year. Courses include: advanced physiology (12 hours), cell biology (three hours), graduate colloquium (two hours), graduate seminar (one hour), and a teaching practicum.

Second Year Curriculum

The second-year curriculum takes the student beyond the medical curriculum, emphasizing critical appraisal of the current research literature. In addition, the student begins to develop his/her teaching skills. The purposes of the graduate colloquium and seminar are two-fold. First, they give students an opportunity to become informed of the latest scientific advances. Second, students have an opportunity to develop and practice presentation of research seminars. In addition to presentations by faculty and students from the Department of Physiology, faculty members from other departments at WVU and from other institutions are invited to present seminars in the program.

Qualifying Examination

After successful completion of the second academic year, the student takes a two-part qualifying examination. The qualifying examination consists of a comprehensive written examination covering all of the major areas of physiology, followed by a written and oral research design examination. Upon successful completion of the qualifying examination, the student is admitted to candidacy for the degree of doctor of philosophy.

Teaching

During the third and fourth years the student may enroll in elective courses. Yearly participation in the teaching practicum provides additional experience in delivering lectures to undergraduate and professional students. However, the student's major effort is directed toward dissertation research. Results of this effort are presented annually in the graduate colloquium. During these years the student will attend and present papers at national meetings of scientific societies (e.g., American Physiological Society, Biophysical Society, Endocrine Society, Experimental Biology, Society for Neurosciences). The Ph.D. degree generally can be completed in four years.

Faculty laboratories offer opportunities for research in cardiovascular, cell, endocrine, gastrointestinal, muscle, neural, renal, and respiratory physiology.

Physiology (PSIO)

241. *Mechanisms of Body Function*. I. 4 hr. PR: College chemistry, biology, physics, and algebra or graduate status and consent. A systematic examination of the homeostatic functions of the human body with emphasis on the physicochemical mechanisms involved. Pathophysiology and clinical correlations are introduced in relation to normal physiology.

341. *Physiological Methods 1*. II. 1-5 hr. PR: Consent. Research techniques and strategies for physiology.

342. *Physiological Methods 2*. I. 1-4 hr. PR: Consent. Research techniques and strategies for physiology.

343. *Fundamentals of Physiology*. (For dental students and a limited number of regular full-time graduate students in health sciences basic sciences departments.) I. 5 hr. PR: College physics, algebra, chemistry, and consent of department chairperson. Analysis of basic facts and concepts relating to cellular processes, organ systems, and their control. 3 lec., 1 conf., 1 lab.

344. *Medical Physiology 1*. (For medical and a limited number of regular full-time graduate students in health sciences basic sciences departments.) I. 5 hr. PR: College physics, algebra, chemistry, and consent of department chairperson. Analysis of basic facts and concepts relating to cellular processes, organ systems, and their control, with clinical correlations. 5 lec., 1 conf.-lab.

345. *Medical Physiology 2*. (For medical and a limited number of regular full-time graduate students in health sciences basic sciences departments.) II. 5 hr. PR: PSIO 344 and consent of department chairperson. Continuation of PSIO 344. 5 lec., 1 conf.-lab.

346. *Neurophysiology*. (For graduate students in health sciences basic sciences departments and a limited number of regular full-time graduate students.) II. 1-4 hr. PR: MATH 3 or 141, PSIO 1 and 2 or consent of department chairperson. Properties of excitable tissues (nerve and muscle), synaptic transmission, reflexes and central nervous system function, and behavior. 1-3 lec., 1 conf.

350. *Graduate Physiology 1*. (For graduate students in health sciences basic sciences departments and a limited number of other regular full-time graduate students.) I. 6 hr. PR: Calculus, college physics, organic chemistry, biology, and consent of department chairperson. Analysis of basic facts and concepts relating to cellular processes, organic systems, and their control.

351. *Graduate Physiology 2*. (For graduate students in the health sciences basic sciences departments and a limited number of other regular full-time graduate students.) II. 6 hr. PR: PSIO 344 or 350 and consent of department chairperson. Continuation of PSIO 350.

397. *Thesis*. I, II, S. 2-4 hr. PR: Consent. (Graded S or U.)

399. *Special Topics*. I, II, S. 1-4 hr. PR: Consent. Assigned study designed to develop research skills.

444. *Graduate Seminar*. I, II. 2 hr. PR: Graduate standing and consent. (Graded S or U.)

490. *Teaching Practicum*. I, II. 1-3 hr. PR: Consent. Supervised practices in college teaching of physiology. (Graded S or U.)

491. *Advanced Physiology*. I, II, S. 1-15 hr. PR: Consent. Lecture-conference in cellular physiology, neurophysiology, circulation, respiration, acid-base and renal physiology, digestion and energy metabolism, and endocrinology. 3 lec., 3 conf.

497. *Research in Physiology*. I, II, S. 1-15 hr.

499. *Graduate Colloquium*. I, II. 1 hr. PR: Consent. (Graded S or U.)

Public Health

Institute of Occupational and Environmental Health

John Pearson, Chairperson of the Department

John Coumbis, Graduate Program Coordinator, Associate Director,
Occupational and Environmental Medicine Residency Program

Degree Offered: Master's in Public Health

Physician Track

The MPH program is currently structured to meet the needs of physicians preparing for a career in occupational and environmental medicine or related public health fields. Students learn how to identify and analyze determinants of health in large industrial or community populations with biostatistical and epidemiological methods. Students are instructed in research methods and in methods for effecting and evaluating changes in the health of the target populations through complex multidisciplinary collaboration and interaction with representatives from industry, government, labor, and other organizations.

As the nation moves to reform its health care system, public health considerations will shape future health care policy. The emerging system will be driven by the needs of the collective national population rather than by the desires of individual health care consumers or providers. A multidisciplinary effort will be required to develop and manage a system that ensures universal access and appropriate care on a limited budget. This critical approach to population-based health care defines the essence of public health. Health care workers of all kinds (health care providers, educators, legal experts, system experts, financial managers, and others) will need training in biostatistics, epidemiology, and other areas of public health practice to function effectively in the future.

Contact Dr. Coumbis for information about the availability of a non-physician track that is planned for 1994.

Objectives

- Increase the number of active public health trained professionals.
- Enhance the effectiveness of health care workers to respond to the public health needs of the population they serve.
- Encourage research in public health that could ultimately benefit a given community and further the science.
- Provide training in fundamental public health skills: epidemiology, biostatistics, occupational health, and environmental health.
- Improve workplace and environmental health in this region.

Admission Requirements

- Completion of an accredited medical school and one year of ACGME-approved post graduate training.
- Evidence of scholastic and clinical achievement (such as a minimum GPA of 3.0)

The documentation required for an application for admission include the following:

- Medical school diploma and PGY-1 certificate
- Medical school transcripts
- Three letters of recommendation
- Current curriculum vitae

These documents should be forwarded to John J. Coumbis, M.D.,
WVU School of Medicine, P.O. Box 9190, Morgantown, WV 26506-9190

Students are expected to maintain a 3.0 GPA. A faculty review is required if two grades of C or less are recorded. Three grades of C or lower will result in academic suspension.

Grades lower than C will not count toward satisfying graduate degree requirements.

Students should petition for admission to candidacy for the degree by filing a plan of study based upon selected research areas approved by faculty advisors.

Students must pass a comprehensive oral examination administered by the advisory committee.

Performance Standards

Program requirements include completion of 32 semester hours. Five hours, at a minimum, are applied to a research project; 27 hours are taken in epidemiology, biostatistics, environmental health, occupational health, public health organization, and behavioral health.

Program Requirements

Required Courses include the following:			Required Courses
CMED 311 <i>Statistical Methods</i>		3 hr.	
CMED 399 <i>(Critical Review of Literature)</i>	2 hr.		
CMED 391 <i>Advanced Topics</i>		2 hr.	
CMED 391 <i>Advanced Topics</i>		3 hr.	
CMED 397 <i>Master's Degree Research or Thesis</i>		5 hr.	
CMED 496. <i>Seminar in Occupational Medicine</i>		2 hr.	
IE 361 <i>Industrial Hygiene Engineering</i>		3 hr.	
OSHE 321 <i>Epidemiology: Principles and Practices</i>	2 hr.		
SOCA 372 <i>Sociology of Health</i>		3 hr.	
CCMD 350 <i>Radiation Safety and Isotope Use</i>		1 hr.	
BE 349 <i>Management Seminar</i>		3 hr.	
LAW 380 <i>Legal Research</i>		1 hr.	
			Recommended Electives
IE 260 <i>Human Factors Engineering</i>		3 hr.	
IE 364 <i>Industrial Ergonomics</i>		3 hr.	
PCOL 362 <i>Occupational Toxicology</i>		4 hr.	
CMED 322 <i>Epidemiology and Biostatistics</i>		2 hr.	
PUBA 391 <i>Advanced Topics</i>		3 hr.	
CMED 391 <i>Advanced Topics</i>		3 hr.	

Community Medicine (CMED)

311. *Methods of Biostatistics.* I. 3 hr. PR: MATH 3. Basic concepts of statistical models, distributions, probability, random variables, test of hypotheses, confidence intervals, regression, correlation, F and X² distributions, analysis of variance with emphasis on methods of biostatistics. (Equiv. to STAT 311.)

312. *Community Medicine.* (Second Year.) II. 2 hr. PR: Consent. The role of the physician in the prevention of disease and in the examination of health status in a community, with reference to demographic, economic, sociologic, environmental, and occupational factors. The organization of public health and medical care.

322. *Epidemiology and Biostatistics.* (First Year.) II. 2 hr. PR: Consent, medical students only. Epidemiological and statistical analysis of biologic phenomena as related to medicine. Emphasis on descriptive statistics, analytical epidemiology, statistical inference, measures of association, and evaluation of medical literature.

391. *Advanced Topics*. 1-6 hr. PR: Consent.

397. *Master's Degree Research or Thesis*. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

399. *Critical Review of Literature*. I & II. 1 hr. PR: MD or Consent. A review of current literature in occupational and environmental medicine, focused on analysis of validity and procedures followed; scrutiny of research reports, their design, methodology, data handling, documentation, and discussion of the data base. 1 hr. conf.

401. *Law and the Workplace*. SI. 1 hr. PR: MD degree, graduate standing, or consent. Philosophy, content, and procedures of current judicial bodies relevant to the practice of medicine in the industrial society, developed through a series of lectures followed by extensive discussion involving students from different curricular backgrounds. 1 hr. sem.

412. *Medical Aspects of Environmental Health*. I & II. 1 hr. PR: MD degree or consent. A review of issues illustrating the responsibilities and professional interaction of physicians in identifying, managing, and preventing casualties from environmental causes in air, water, soil, food, pesticides, and related subjects. 1 hr. lec.

490. *Teaching Practicum I and II*. 1-3 hr. Consent of chairperson. Supervised practice in college teaching of anatomy. Graded S or U.

491. *Advanced Study*. I, II. 1-6 hr. PR: Consent of chairperson.

492. *Directed Study*. I, II, S. 1-6 hr. Directed study, readings, and research.

493. *Special Topics*. I, II, S. 1-6 hr. A study of contemporary topics selected from recent developments in the field.

494. *Special Seminars*. I, II, S. Special seminars arranged for advanced graduate students.

495. *Independent Study*. I, II, S. 1-6 hr. Faculty supervised study of topics not available through regular course offerings.

496. *Graduate Seminar*. 1 hr. PR: Consent. It is anticipated that each graduate student will present at least one seminar to the assembled faculty and graduate student body of his/her program. (Graded S/U)

498. *Thesis*. 2-4 hr. PR: Consent.

499. *Graduate Colloquium*. 1-6 hr. PR: Consent. For graduate students not seeking course work but who wish to meet residence requirements, use University facilities, and participate in academic and cultural programs.

College of Mineral and Energy Resources

Robert L. Grayson, Ph.D., Dean

Khashayar Aminian, Ph.D., Associate Dean, Academic Affairs and Research

Royce J. Watts, M.S., Associate Dean, Administration

G. Douglas Elliott, Associate Director, Mining Extension Service

The College of Mineral and Energy Resources has moved to the Evansdale Campus and has occupied a new, state-of-the-art building designed for mineral engineering. Sited at the western end of the Evansdale Campus and in close proximity to the Personal Rapid Transit System Engineering Station, the Creative Arts Center, the existing Engineering Sciences Building, and the new Engineering Research Building, the COMER Building will provide classroom and auditorium facilities for the College and the Evansdale area offices and research areas for the Mining Extension Service, offices and teaching and research laboratories for the faculty and academic programs, and the necessary space for personnel and services provided by the administrative group.

The College offers a doctoral program in mineral engineering.

The principal objective of the Ph.D. program in mineral engineering is the education and training of men and women so that they are capable of attaining the highest levels of the mineral engineering profession and performing the professional roles of developing or improving the efficient extraction of solid mineral resources. The two areas of specialization are mine systems and rock mechanics and ground control.

The College offers four master of science degree programs. They are the designated M.S. in engineering of mines, M.S. in petroleum engineering, M.S. in safety and environmental management, and the M.S. in mineral and energy resources. The mineral and energy resources program offers an option in mineral processing engineering. The primary objective of each program is to prepare students to fulfill higher levels of responsibility in the mineral industries.

Additional information on the various graduate programs may be obtained by contacting the associate dean for academic affairs or the program chairperson at the College of Mineral and Energy Resources, West Virginia University, P.O. Box 6070 Morgantown, WV 26506-6070. (304) 293-5695

Graduate Programs

Engineering of Mines	M.S.E.M.
Mineral and Energy Resources	M.S.
Mineral Engineering	Ph.D.
Petroleum Engineering	M.S. Pet E.
Safety and Environmental Management	M.S.

Graduate Faculty

[†] indicates regular membership in the graduate faculty

^{*} indicates associate membership in the graduate faculty

Mineral Engineering

Professors

[†]Robert L. Grayson, Ph.D. (WVU). Mine management/ventilation, Health and safety.

[†]A. Wahab Khair, Ph.D. (Penn. St. U.). Rock mechanics, Ground control.

[†]Syd S. Peng, Ph.D. (Stanford U.) Charles T. Holland Professor of Mining Engineering, Chairperson.
Ground control, Longwall mining, Respirable dust.

[†]Y. J. Wang, Ph.D. (Penn. St. U.). Mine ventilation, Computer application, Mine design.

Petroleum and Natural Gas Engineering

Professors

[†]Khashayar Aminian, Ph.D. (U. Mich.). Natural gas engineering, Reservoir simulation.

[†]Thomas P. Meloy, Ph.D. (MIT). Petroleum engineering fundamentals.

†James A. Wasson, M.S.P.N.G. (Penn. St. U.). Reservoir engineering, Enhanced oil recovery.

Associate Professor

†Samuel Ameri, M.S.Petroleum Engineering (WVU). Chairperson. Geophysical well interpretations, Reservoir engineering, Design and application.

Assistant Professor

†H. Ilkin Bilgesu, Ph.D. (Penn. St. U.). Drilling engineering.

†Shahab Mohaghegh, Ph.D. (Penn. St. U.). Reservoir simulation.

Mineral Processing Engineering

Professor

†Eung Ha Cho, Ph.D. (U. Utah). Chairperson. Hydrometallurgy, Environmental science.

†David C. Yang, Ph.D. (U. C.—Berkeley). Research, Coal/mineral processing.

Assistant Professor

*Felicia F. Peng, Ph.D. (WVU). Coal fine preparation, Coal wastes reclamation, Acid mine drainage abatement.

Particle Analysis Center

Professor

†Thomas P. Meloy, Ph.D. (MIT). Petroleum engineering fundamentals.

Safety and Environmental Management

Professor

†Daniel E. Della-Giustina, Ph.D. (Mich. St. U.). Chairperson. Management services, Fire and emergency response, Sports safety, Transportation safety.

Associate Professors

*Andrew Sorine, Ed.D. (WVU). Safety studies/management/education.

Assistant Professor

†Gary Winn, Ph.D. (Ohio St. U.). Safety studies, Transportation, Management and instrumentation.

Mineral and Energy Resources

Eung Ha Cho, Chairperson

311A COMER Building

Degree Offered: Master of Science

Mineral Processing Engineering Emphasis

Master of Science The Department of Mineral Processing Engineering in the College of Mineral and Energy Resources offers a program leading to a master of science. Within this program, several options and areas of emphasis or specialization are available. To apply for admission to any one of these programs, an applicant must first apply to the Office of Admissions and Records for admission to the University as a graduate student. If an applicant's credentials meet University criteria for admission, the office forwards the application to the faculty of the College of Mineral and Energy Resources for admission to the program.

Academic Requirements A master's degree from the Department of Mineral Processing Engineering requires a total of 24 credit hours, a thesis for an additional six credit hours, and the maintenance of an overall 3.0 average. No course with an earned grade of less than C counts toward the 24 credit hour total. At least 60 per cent of course work must be in 300 or 400 level courses; 40 per cent may be from 200 level courses.

Graduate Committee When students are accepted for graduate study, they meet with the program director so that individual graduate committees may be formed with the students' consent and input. A graduate committee, made up of three faculty members, meets with its student to plan a graduate program that will

include the student's particular interest and career plans. After completion of a minimum of 12 credit hours of study with a minimum grade-point average of 3.0, the student may make formal application for candidacy for a degree. Faculty approval of this application makes the student eligible for the degree.

Each student will, with the approval of the student's graduate committee—appointed with the consent of the student within the first semester of registration—follow a planned program. The program contains a minimum of 24 hours of course work and six hours of independent and original study in the minerals field leading to a master's thesis. At least 60 percent (18 hours) of the course credits must be from 300-level or 400-level courses while the remainder can be made up of 200-level courses.

Approval for candidacy for a graduate degree by faculty action is required to establish eligibility for a degree. A graduate student may request approval by formal application after completing a minimum of 12 semester hours of graduate courses with a grade-point average of at least 3.0 (B), based on all graduate courses in residence for which final grades have been recorded.

No credits are acceptable toward an advanced degree which are reported with a grade lower than C. To qualify for an advanced degree, a graduate student must have a grade-point average of at least 3.0 based on all courses completed in residence for graduate credit. Each candidate for a degree must select a major subject and submit a thesis showing independent, original study in the minerals field.

Program

Candidacy

GPA

M.E.R. for Mineral Processing Engineering

310. *Advanced Hydrometallurgy*. I. 3 hr. PR: MPE 221 or consent. Advanced concepts of hydrometallurgy. Recent technology of leaching, concentration, recovery of metal and mineral values, various mechanisms of leaching of minerals. Techniques such as continuous ion exchange, thermal precipitation, and current electrolytic technology.

317. *Advanced Coal Preparation*. II. 3 hr. PR: MPE 217 or consent. The origin and distribution of mineral matter in coal including specific gravity distributions. Fine grinding and beneficiation by flotation technology. Coke blending, solid waste disposal, and advanced plant design.

318. *Advanced Mineral Processing*. II. 3 hr. PR: MPE 219, 220, or consent. Advanced surface phenomena techniques including rigorous treatment of electrokinetic measurements and applications. Advanced concepts of collector adsorption on minerals and flotation response.

320. *Modeling of Mineral Extraction Processes*. I. 3 hr. PR: Consent. Theory of particle size distribution functions and population balance models, size reduction kinetics and inter-phase transfer kinetics and application to the separation of dissimilar solids by physical and chemical methods.

324. *Advanced Special Topics*. I and II. 1-6 hr. PR: Consent. Special advanced problems in mineral process engineering including choices among topics related to coal preparation, conversion, and process metallurgy.

Mineral Processing Engineering (MPE)

217.*Coal Preparation*. I, II. 3 hr. PR: MATH 16, CHEM 16. Formation of coal, rank classification of coal, coal petrography, principles of preparing and beneficiating coal for market with laboratory devoted to sampling, screen analysis, float and sink separation, and use of various types of coal cleaning equipment. 2 hr. lec., 3 hr. lab.

218.*Mineral Processing*. II. 4 hr. PR: MATH 17 or consent. Application of particle characterization, particle behavior in fluids, industrial sizing, size reduction and fluid-solid separations are discussed. Introduction to froth flotation, and magnetic and electrostatic separation for the concentration of minerals is described. 3 hr. lec., 1 hr. lab.

219.*Surface and Interfaces*. I. 3 hr. PR: MPE 218. Surface tension phenomena, surface thermodynamics, electrical double layer, polarized and nonpolarized electrodes, insoluble monolayers, adsorption phenomena, colloidal foams, and emulsion consideration as applied to mineral surfaces.

220.*Mineral Flotation*. II. 4 hr. PR or Conc.: MPE 219. The application of surface phenomena for the beneficiation of minerals, including naturally hydrophobic, insoluble oxides, and semi-soluble and soluble minerals. Activation and depression of sulfide minerals. Engineering and design of flotation circuits. 3 hr. lec., 1 hr. lab.

221.*Hydrometallurgy*. II. 4 hr. PR: CHEM 141, 142; Conc.: MAE 101. Electrochemical aspects and rates of solid-liquid reactions as applied to leaching, concentration, and recovery of minerals. Solvent extraction, ion exchange, electrowinning, and other current industrial processes.

222.*Rate Phenomena in Extractive Metallurgy*. I. 3 hr. PR or Conc.: MAE 114; CHEM 141, 142. Momentum, heat and mass transfer phenomena theory; concepts of boundary layers and techniques of process analysis as applied to metallurgical reaction systems. 3 hr. lec.

224.*Mineral Problems*. I, II. 1-6 hr. PR: Senior or graduate standing or consent. Special problems considered in minerals beneficiation and processing, including choices among design and research projects in coal preparation, coal conversion, hydro- and extractive metallurgy or mineral economies.

250.*Control Systems in Mineral Processing*. II. 3 hr. PR: Junior standing in mineral processing engineering. Instrumentation and automatic control systems used in today's mineral processing technology are studied including data recording and control and process optimization. 3 hr. lec.

270.*Design and Synthesis*. I, II. 3 hr. PR: MPE 217, 219; M. 281. The logic and quantitative tools required for synthesizing mineral processing systems are used on a realistic problem by students working independently. Specific attention is given to economic and environmental implications. 3 hr. lec.

Minerals (M)

281.*Applied Mineral Computer Methods*. I, II. 3 hr. PR: M. 2; MATH 16. Problem solving in mineral processing, mineral resources, mining, and petroleum and natural gas engineering. Emphasis on applications using various computing technologies.

Mining Engineering

Syd S. Peng, Chairperson of the Department
365A COMER Building

Degrees Offered: Master of Science in Engineering of Mines
Doctor of Philosophy

A student desiring to take courses for graduate credit at the master's level in the College of Mineral and Energy Resources must first apply for admission and state the major field. An applicant with a baccalaureate degree in mining engineering will be admitted on the same basis as graduates of WVU. Lacking these qualifications, the applicant must first fulfill the requirements of the Department of Mining Engineering.

Master of
Science in
Engineering of
Mines
(M.S.E.M.)

Each student will, with the approval of the student's graduate committee—appointed with the consent of the student within the first semester of registration—follow a planned program. The program contains a minimum of 24 hours of course work and six hours of independent and original study in mining engineering leading to a master's thesis. At least 60 percent of the course credits must be from 300-level or 400-level courses while the remainder can be made up of 200-level courses.

Approval for candidacy for a graduate degree by faculty action is required to establish eligibility for a degree. A graduate student may request approval by formal application after completing a minimum of 12 semester hours of graduate courses with a grade-point average of at least 3.0 (B), based on all graduate courses in residence for which final grades have been recorded. No credits are acceptable toward an advanced degree which are reported with a grade lower than C. To qualify for an advanced degree, a graduate student must have a grade-point average of at least 3.0, based on all courses completed in residence for graduate credit. Each candidate for a degree must select a major subject and submit a thesis showing independent, original study in mining engineering.

Academic
Standards

The principal objective of the Ph.D. program in mineral engineering is the education and training of men and women so that they are capable of attaining the highest levels of the mineral engineering profession and performing the professional roles of developing or improving the efficient extraction of solid mineral resources. The two areas of specialization are mine systems, and rock mechanics and ground control.

Ph.D.
Mineral
Engineering

All applicants must have earned a M.S. degree in mining engineering with a grade-point average (GPA) of 3.5 or higher. The Graduate Record Examination (GRE) is required, and the applicant must have scored in the 75th percentile or higher for quantitative analysis. For all foreign applicants whose native language is not English, a TOEFL test score of 550 or better is required. In addition, each applicant is required to submit at least three letters of recommendation, one of which must be from the applicant's previous thesis adviser or an academic equivalent. All letters of recommendation should evaluate the student's potential for performing independent doctoral-level research.

GPA

TOEFL

The Ph.D. program in mineral engineering consists of 54 hours of course work and 36 hours of independent research beyond a bachelor's degree in mining engineering. The successful completion of a qualifying examination and an approved dissertation are also required.

Course
Work

Engineering of Mines (E M)

204. *Mining Methods for Vein Deposits*. I. 3 hr. PR: M 2, GEOL 151, MATH 16. Methods and systems of mining other than flat seams. Emphasis on selection of methods in relation to cohesive strength of ore bodies and their enclosing wall rocks. Mining of anthracite included.

206. *Mining Exploration*. I. 3 hr. PR: E M 103, 104, PHYS 12, MATH 16. All phases of mineral exploration. Geological and geophysical methods, exploration drilling, data reduction and interpretation, preliminary feasibility studies and evaluation.

207. *Longwall Mining*. II. 3 hr. PR: E M 104. Elements of longwall mining including panel layout and design considerations, strata mechanics, powered supports, coal cutting by shearer or plow, conveyor transportation, and face move.

211. *Ground Control*. I. 4 hr. PR: E M 103, 104, MAE 41, 43, GEOL 151. Rock properties and behavior, *in situ* stress field, mine layout and geological effects; designs of entry and pillar and roof bolting, convergence of openings and surface subsidence engineering.

214. *Rock Mechanics*. I. 3 hr. PR: MAE 43 or consent. Elastic and plastic properties of rock, Mohr's criteria of failure, elastic theory, stress distributions around underground openings, open pit and underground stability, rock testing techniques.

224. *Special Subjects for Mining Engineering*. I, II. 1-6 hr. PR: Senior or graduate standing or consent. Special problems in mining engineering, including choices among operations research, mine systems analysis, coal and mineral preparation, and coal science and technology.

225. *Mine Equipment Design*. II. 3 hr. PR: E E 101, E M 104, CHEM 16, MAE 43; junior standing. Analysis of equipment requirements for mining functions; design of specific equipment components and operations; and optimization of equipment and layout choices. Course will focus on equipment.

226. *Mine Machinery*. I. 3 hr. PR: E E 101, E M 103, 104, MAE 43, junior standing. Design and control of fixed and integrated excavating and bulk handling machinery. Analysis includes components, operation, production, and possible failure modes. Studied are conveyors, hoists, hydraulic transport, boring machines, longwalls, bucket wheel excavators, and dredges.

231. *Mine Ventilation*. I. 3 hr. PR: E M 104, MAE 114. Engineering principles, purposes, methods, and equipment applied to the ventilation of mines.

242. *Mine Health and Safety*. II. 3 hr. PR: E M 103, 104. The nature of the federal and state laws pertaining to coal mine health and safety; emphasis will be placed on achieving compliance through effective mine planning, design, and mine health and safety management.

243. *Industrial Safety Engineering*. I. 3 hr. PR: Junior standing or consent. Problems of industrial safety and accident prevention, laws pertaining to industrial safety and health, compensation plans and laws, and industrial property protection.

251. *Explosive Engineering*. II. 3 hr. PR: CHEM 16, PHYS 12, MAE 42. Theory and application of explosives, composition, properties and characteristics of explosives, blasting design fundamentals, legal and safety considerations.

271. *Mine Management*. I. 3 hr. PR: E M 103, 104. Economic, governmental, social, and cost and labor aspects of mining as related to the management of a mining enterprise.
276. *Mine and Mineral Reserve Valuation*. I. 3 hr. PR: Senior standing. Methods used to value mineral properties; factors affecting value of mineral properties.
286. *Fire Control Engineering*. II. 3-4 hr. PR: Senior standing. Aspects involved in the control from fire, explosion, and other related hazards. Protective considerations in building design and construction. Fire and explosive protection organization including fire detection and control. Lectures (3) and/or 3 hr. lab.
287. *Applied Geophysics for Mining Engineers*. I. 3 hr. PR: E M 103, 104, PHYS 12, GEOL 151 or consent. Origin of the universe and the planets, heat and age of the earth. Application of the science of geophysics in the location and analysis of earthquakes and in prospecting for oil and minerals.
291. *Mine Plant Design*. II. 3 hr. PR: E M 225, 226; senior standing. Layout, analysis, and detailing of the major mine installations and support facilities. Locations include: the surface plant, shaft and slope stations, section centers. Systems dealt with are bulk handling, power, ventilation, supplies, water, and personnel.
295. *Mine Systems Design*. I. 3 hr. PR: E M 103, 104, consent. Each student selects and designs a mine subsystem under specified conditions, including extraction, transportation, ventilation, roof control, exploration, plant design, surface facilities, etc. 2 hr. lec., 1 hr. lab.
296. *Mine Design*. I, II. 3 hr. PR: E M 206, 211, 225, 226, 231, 242, 271. Comprehensive design problem involving underground mining developments or surface plant or both, as elected by the student in consultation with instructor. Preparation of a complete report on the problem required, including drawings, specifications, and cost analysis.
311. *Advanced Ground Control—Coal Mines*. I, II. 3 hr. PR: E M 211 or consent. Ground and strata control for underground and surface coal mining, including slope stability and subsidence.
312. *Surface Subsidence Engineering*. II. 3 hr. PR: E M 211. Elements of surface subsidence engineering due to underground mining; theories of surface subsidence, characteristics and prediction of surface movements, and effects of surface movements.
316. *Advanced Rock Mechanics*. I. 3 hr. PR: E M 214 or consent. Testing techniques and interpretation, strength and fracture, classification, anisotropy, friction, jointed rock, fluid pressure, fragmentation, and excavation.
320. *Mobile Excavating and Materials Handling*. I. 3 hr. PR: Graduate standing and consent. Mobile mining equipment will be systematically analyzed as to functional, production, failure, and operational aspects. Included will be routine and innovative methods, and surface and underground applications, such as the hydraulic shovel and impactors.
321. *Integrated Excavating and Materials Handling*. II. 3 hr. PR: Graduate standing and consent. Integrated mining equipment will be systematically analyzed as to functional, production, failure, and operational aspects. Included will be routine and innovative methods, and surface and underground applications, such as the longwalls and mono-rails.

331. *Mine Ventilation Network Analysis*. II. 3 hr. PR: E M 231, M. 281, or consent. Theory and computational techniques for mine ventilation network problems with emphasis on computer-aided analysis of complex mine ventilation systems.

332. *Advanced Mine Ventilation*. II. 3 hr. PR: E M 231. Advanced topics in mine atmospheric control including control of methane, dust, humidity, and heat. Also covers leakage characteristics, fan selection, analysis of ventilation networks, and planning of mine ventilation system.

342. *Advanced Mine Health and Safety*. I. 3 hr. PR: E M 242 or graduate standing. Special emphasis will be placed on mine rescue, mine disaster prevention and organization, and mine property and equipment loss prevention.

351. *Explosive Engineering Design*. II. 3 hr. PR: E M 251 or consent. Rock drilling, total blast systems simulation, experimental studies in blast design, rock fracturing, chemical thermodynamics, kinetics, and reaction rates.

365. *Deterministic Methods for Mineral Engineers*. I. 3 hr. PR: Graduate standing or consent. Analysis and solution of mineral engineering problems which require use of deterministic models. Application of deterministic methods to mineral transportation, mineral resource allocation and extraction problems, and mine planning and equipment utilization problems.

366. *Stochastic Methods for Mineral Engineers*. II. 3 hr. PR: Graduate standing or consent. Application of stochastic methods to mineral engineering problems in equipment selection, renewal processes, mine ventilation, mine production, and mineral extraction.

371 *Mine Production and Cost Management*. I, II. 3 hr. PR: M 281, EM 271. Planning manpower and material requirements for different mining methods, forecasting productivity from production sections, analysis of mine cost components, scheduling and control of mine operations, integrated optimization of mine cost and productivity.

391. *Advanced Mine Design*. I, II. 1-6 hr. PR: Graduate standing or consent. Advanced detail design and layout of coal mine plant, particularly incorporating new ideas of machines and mining methods.

394. *Special Topics*. I, II, S. 1-3 hr. PR: Graduate standing or consent. Selected field of study in mining engineering.

397. *Master's Degree Research or Thesis*. I, II, S. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

398. *Advanced Mine Design 1*. 1—6 hr. PR: E M 296. Detailed design of the components of coal mine subsystems including ground control, excavation and handling, and life support subsystems. 1-6 hr. lec..

399. *Advanced Mine Design 2*. 1-6 hr. PR: E M 296. Examination of the broad aspects of mine design for non-coal deposits. Consideration of deposits of various shapes, materials and qualities including country rock. Comparison of principles established for coal mine design. 1-6 hr. lec.

411. *Theories of Surface Subsidence*. II. 3 hr. PR: E M 312. Theories of surface subsidence due to underground coal mining including empirical, profile function, theoretical and physical modeling methods, and time factors. 3 hr. lec.

412, *Theory of Pillar Design*. 3 hr. PR: EM 211 and 311. Examination of various theories

of pillar design for room and pillar mining and longwall mining including chain pillars, barrier pillars and bleeder pillars.

416. *Theory of Rock Failure*. I. 3 hr. PR: E M 214 or consent. Friction, elasticity, strength of rock, mechanism of brittle failure, factors affecting failure process, theories of failure, fracture propagation in rock, fracture toughness of rock and coal, fluid pressure, size, stress gradient, and time-dependent effects.

417. *Laboratory and Field Instrumentation*. I. 3 hr. PR: E M 211, 214, or consent. Principles and applications of strain gages and photoelasticity for stress analysis in rock/coal; displacement/velocity gages and accelerometer for ground motion; holography and acoustic emission for non-destructive tests.

418. *Rock Mechanics in Mine Design*. II. 3 hr. PR: E M 211, 214, or consent. Design process in mining engineering; design approaches for excavations in rock; input parameters for design; empirical, observational, and analytical methods of design; integrated designs. 1 hr. lec., 2 hr. lab.

431. *Mine Ventilation Network Optimization*. I. 3 hr. PR: E M 331 or consent. Application of mathematical optimization techniques to mine ventilation network problems, including linear and nonlinear optimization for controlled-flow and generalized networks

451. *Theory of High Explosives*. II. 3 hr. PR: E M 351 or consent. The application of chemical thermodynamics and the hydrodynamic theory to determine properties of high explosives, chemical equilibria and calculation of detonation and explosion-state variables.

465. *Optimization Applications in Mining*. 3 hr. PR: Graduate standing and EM 365. Detailed study and use of optimization techniques to solve mining problems, including programming techniques for large-scale linear, mixed-integer and 0-1, dynamic, non-linear, and heuristic programming.

469. *Expert Systems in Mining*. II. 3 hr. PR: Graduate standing. An overview of expert systems applications in mining, a detailed study of two mining applications, study of shells and their components, and study of a specific shell used to develop a project.

491. *Advanced Topics*. I, II, S. 1-6 hr. PR: Advanced graduate standing, consent. Selected field of study in mining engineering.

492. *Directed Study*. I, II, S. 1-6 hr. PR: Advanced graduate standing or consent. Directed study, reading, and/or research.

493. *Special Topics*. I, II, S. 1-6 hr. PR: Advanced graduate standing or consent. Contemporary topics selected from recent developments in mining engineering.

494. *Special Seminars*. I, II, S. 1-6 hr. PR: Advanced graduate standing or consent. Special seminars for advanced graduate students.

495. *Independent Study*. I, II, S. 1-6 hr. PR: Advanced graduate standing or consent. Faculty supervised study of topics not available through regular course offerings.

496. *Graduate Seminar*. I, II. 1 hr. PR: Consent. It is anticipated that each graduate student will present at least one seminar to the assembled faculty and graduate student body of the student's program.

497. *Research*. I, II, S. 1-15 hr.

499. *Graduate Colloquium*. I, II, S. 1-6 hr. PR: Consent. For graduate students not seeking course work credit but who wish to meet residence requirements, use the University's facilities, and participate in its academic and cultural programs.

Minerals (M)

281. *Applied Mineral Computer Methods*. I, II. 3 hr. PR: M 2; MATH 16. Problem solving in mineral processing, mineral resources, mining, and petroleum and natural gas engineering. Emphasis on applications using various computing technologies.

Petroleum Engineering

Samuel Ameri, Chairperson of the Department

347A COMER Building

Degree Offered: Master of Science in Petroleum Engineering

Master of Science in Petroleum Engineering (M.S.PET.E.) A student desiring to take courses for graduate credit at the master's level in the College of Mineral and Energy Resources must first apply for admission and state the major field.

An applicant with a baccalaureate degree, or its equivalent in petroleum or natural gas engineering, will be admitted on the same basis as graduates of WVU. Lacking these qualifications, the applicant must first fulfill the College of Mineral and Energy Resources requirements of the Department of Petroleum and Natural Gas Engineering.

Academic Standards *Academic Standards.* Each student will, with the approval of the student's graduate committee—appointed with the consent of the student within the first semester of registration—follow a planned program. The program contains a minimum of 24 hours of course work and 6 hours of independent and original study in the petroleum and natural gas engineering field leading to a master's thesis or 30 hours of course work and 3 hours of independent study leading to a comprehensive problem report. At least 60 percent of the course credits must be from 300-level or 400-level courses while the remainder can be made up of 200-level courses.

Candidacy Approval for candidacy for a graduate degree by faculty action is required to establish eligibility for a degree. A graduate student may request approval by formal application after completing a minimum of 12 semester hours of graduate courses with a grade-point average of at least 3.0 (B), based on all graduate courses in residence for which final grades have been recorded.

GPA No credits are acceptable toward an advanced degree which are reported with a grade lower than C. To qualify for an advanced degree, a graduate student must have a grade-point average of at least 3.0 based on all courses completed in residence for graduate credit. Each candidate for a degree must select a major subject and submit a thesis showing independent, original study in petroleum engineering.

Each degree candidate is required to take PETE 496.

Petroleum Engineering (PETE)

205. *Transport Phenomena in Petroleum Engineering*. II. 3 hr. PR: MAE 41. Introduction to fluid flow in pipes, two-phase flow, rotary drilling hydraulics, primary cementing jobs, flow calculations, flow measuring devices, fluid machinery, dimensional analysis, and heat transfer.

210. *Drilling Engineering*. II. 4 hr. PR or Conc.: GEOL 1, MAE 114. Rock properties, functions and design considerations of rotating system, hoisting system, and circulation system; drilling fluids calculations and selections; hydraulic programs; drilling optimization; casing and casing string design; cementing programs; and pressure control.

211. *Production Engineering*. I. 3 hr. PR: PETE 210. Well completion, performance of productive formation, drill stem tests, completion of wells, flowing wells, gas lift methods and equipment, pumping installation design, well stimulation, emulsion, treating, gathering and storage of oil and gas, field automation. 3 hr. lec.

212. *Drilling Fluids Laboratory*. I, II. 1 hr. PR or Conc.: PETE 210, CHEM 141, MAE 114. Topics include clay hydration, viscosity of water-based fluids, mud weight control, filtration studies, thinning agents, chemical contaminants, lime muds, polymer muds, rheological models, and liquid and solid determination.

224. *Petroleum Engineering Problems*. I, II, S. 3 hr. PR: Senior standing. Investigation and detailed report on a special problem in petroleum engineering. Supervised by a member of the Petroleum Engineering faculty. A final oral examination is required.

225. *Petroleum Engineering Ethics*. II. 1 hr. PR: Senior Standing. Introduction to petroleum and natural engineering ethics and moral issues concerning safety in engineering practice as well as those arising for engineers employed by corporations. Professionalism and professional registration.

232. *Petroleum Properties and Phase Behavior*. I. 3 hr. PR or Conc: CHEM 141 or consent. Theoretical and applied phase behavior of hydrocarbon systems and hydrocarbon fluid properties. Applications to petroleum reservoir and production engineering design. 2 hr. lec., 3 hr. lab.

233. *Elements of Petroleum Reservoir Engineering*. II. 3 hr. PR: PETE 232 or consent. Basic properties of petroleum reservoir rocks. Fluid flow through porous materials. Evaluation of oil and gas reserves. 3 hr. lec.

234. *Applied Petroleum Reservoir Engineering*. I. 3 hr. PR: PETE 233 or consent. Application of reservoir engineering data to calculation of recovery potentials and to analysis, simulation, and prediction of reservoir performance under a variety of production methods to effect maximum conservation. 3 hr. lec.

235. *Formation Evaluation*. I, II. 3 hr. PR: PETE 210 or consent. Various well logging methods and related calculations with exercises in interpretation of data from actual well logs. 3 hr. lec.

241. *Oil and Gas Property Evaluation*. I. 3 hr. PR: PETE 233, PR or Conc: PETE 211 and 235, or consent. Reserve estimation, decline analysis, petroleum property evaluation including interest calculations, costs estimation, and tax evaluation. Overview investment decision analysis and computer applications in properties evaluation.

244. *Petroleum Reservoir Engineering Laboratory*. I, II. 1 hr. PR or Conc: PETE 233. Laboratory evaluation of basic and special petroleum reservoir rock properties. 3 hr. lab.

262. *Introduction to Reservoir Simulation*. I. 3 hr. PR: M 281, PETE 234 or consent. Partial differential equations for fluid flow in porous media and the use of finite-difference equations in solving reservoir flow problems for various boundary conditions. Study of

individual well pressures and fundamentals of history matching.

270. *Natural Gas Engineering*. I. 4 hr. PR: PETE 205 or MAE 114; PETE 233; and MAE 101; or consent. Natural gas properties, compression, transmission, processing, and application of reservoir engineering principles to predict the performance and design of gas, gas-condensate, and storage reservoirs. Includes a laboratory devoted to gas measurements.

271. *Natural Gas Production and Storage*. II. 3 hr. PR: PETE 270. Development of gas and gas-condensate reservoirs; design and development of gas storage fields in depleted gas, gas-condensate, oil reservoirs and aquifers; design of natural gas production and processing equipment.

295. *Petroleum Engineering Design*. I, II. 3 hr. PR: PETE 211, 234, 241; or consent. Comprehensive problems in design involving systems in oil and gas production, field processing, transportation, and storage. Three 3-hr. labs.

299. *Well Stimulation Design*. II. 3 hr. PR: MAE 43, PETE 210, 233, and 235. Fundamentals of well stimulation, treatment design and their applications to low permeability formations.

302. *Fluid Flow in Porous Media*. I. 3 hr. PR: PETE 234, MATH 18 or consent. Theoretical and practical aspects of the physical principles of hydrodynamics in porous media. 3 hr. lec.

340. *Secondary Recovery of Oil by Water Flooding*. I. 3 hr. PR: PETE 233. Theory of immiscible fluid displacement mechanism, evaluation and economics of water flood projects, and oil field flooding techniques. 3 hr. lec.

343. *Advanced Secondary Recovery*. II. 3 hr. PR: PETE 340. Secondary recovery of oil by gas flooding, miscible fluid injection, *in situ* combustion, and heat injection. 3 hr. lec.

362. *Reservoir Simulation and Modeling*. II. 3 hr. PR: PETE 262 or consent. Application of finite-difference equations to multi-phase fluid flow in porous media in two or three dimensions with gravity and capillary pressure effects. Simulation of water-flood performance and enhanced recovery techniques.

384. *Pressure Transient Analysis*. II. 3 hr. PR: PETE 234 or consent. Methods of analysis of pressure transient data obtained from well testing for the purpose of determining *in-situ* reservoir conditions including porosity, lateral extent, average reservoir pressure, and formation permeability.

394. *Special Topics*. I, II, S. 1-6 hr. PR: Consent. Selected fields of study in petroleum and natural gas engineering.

397. *Master's Degree Research or Thesis*. I, II, S. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

496. *Graduate Seminar*. I. 1 hr. PR: Consent. Individual study and oral presentation of selected topics in petroleum engineering. Current petroleum literature and research are discussed.

497. *Research*. I, II, S. 1-15 hr.

Safety and Environmental Management

Daniel E. Della-Giustina, Chairperson of the Department
341A COMER

Degree Offered: Master of Science

A concentration or major in safety management at the master's and post-master's degree level provides opportunity for individuals to elect courses and related experiences aimed at developing competencies needed by traffic safety educators, occupational safety managers, or school safety coordinators. Baccalaureate degree programs from which students are usually admitted include business management, engineering, technology education, physical education, physical science, psychology, sociology and anthropology, or safety, provided that a 2.75 grade-point average has been achieved. Otherwise, admission must be of provisional status, which requires the student to earn a 3.0 average during the first 12 semester hours.

University regulations for graduate study govern the general requirements of the master of science degree. Additionally, however, the candidate must complete a minimum of 36 semester credit hours, including approved research in safety to qualify as a degree recipient. All students are required to obtain a 3.0 GPA and pass a comprehensive examination prior to graduation.

Course work is planned in consultation with the adviser and approval must be obtained from the adviser before enrollment in courses. Six semester hours of course work may be devoted to directed electives from one of the student's undergraduate major or minor fields or from a field allied to safety. Students are required to complete the aptitude test of the Graduate Record Examination within the first 18 semester hours after matriculation.

A student is accepted as an advanced candidate for the degree if course work and requirements are satisfactory, as judged by the graduate committee of the department. During the final session or semester of study, each student is required to pass an examination dealing with the core subject matter and specialization emphasis.

Courses are scheduled at three WVU off-campus graduate centers in a sequence that should enable interested students to complete programs within a three-year period.

Master of
Science in
Safety and
Environmental
Management

GPA

Credit
Hours

Graduate
Advisor

Core
Examination

Off-Campus
Sites

Safety and Environmental Management (SEM)

NOTE: Enrollment in all SEM courses requires a departmental pink card.

301. *Safety Function Management Integration*. I, II, S 3 hr. PR: Consent. Consideration of integrated arrangements, common constraints, developmental level, essential guidelines, staff liaison, project improvement, effectiveness audits, and collaboration needed to assure success of the safety function.

303. *Risk Counteractant Resource Preparedness*. I, II, S 3 hr. PR: Consent. Counteraction of risk involving deficient resource preparedness by emphasizing problems delineation, ergonomic adjustments, work-task analyses, performance standards, quality supervision, essential training and pertinent management techniques.

310. *Controlling Environmental and Personnel Hazards*. I or II, S 3 hr. PR: SEM 300 or consent. Investigation of hazard control principles relating to environmental facilities and equipment including control procedures recommended by authorities from the fields of engineering, medicine, and public health as well as from the field of safety.

331. *Safety in Motor Transportation Services*. 3 hr. PR: SEM 131 or consent. (May not be taken for both undergraduate and graduate credit.) Safety elements of automotive transportation including design, operation, planning, control, and effects of legislation. (3 hr. lec.)

332. *Safety Education Principles and Content*. 3 hr. PR: SEM 131 or consent. Study and analysis of content areas usually recommended for instructional programs within the field of safety with emphasis on structured learning experiences. (3 hr. lec.)

333. *Disaster Preparedness and Emergency Systems*. I, II, S. 3 hr. PR: SEM 300 or consent. Major elements involved in disasters and emergencies, preparedness planning, systems utilization, and attention to essential human services, with emphasis on community action.

334. *Establishing and Managing Fire Services*. I, II, S. 3 hr. PR: SEM 300 or consent. Analysis of fire services usually provided under safety manager jurisdiction, with special attention to legal bases, organizational structure, services rendered, training needs, and management techniques.

335. *Safety Legislation and Compliance Operations*. I, S. 3 hr. PR: SEM 300 or consent. Comprehensive study and analysis of federal and state legislation which mandates compliance with certain safety conditions and practices related to work performed in occupational and comparable settings.

339. *Security Management Practices and Problems*. I, II, S. 3 hr. PR: SEM 300 or consent. Safety manager responsibilities for security of persons and property including organizational patterns, personnel competencies expected, surveillance and monitoring methods, and occupational problems among security personnel.

355. *Traffic Safety Management*. 3 hr. PR: SEM 151 or equiv. Elements of traffic safety management in public and private sectors are examined. Role of management organization, approaches, and programs are examined in light of the need for a safe and efficient highway transportation system.

357. *Alcohol Safety Programs*. 3 hr. Safety programming in schools, community and the workplace. Approaches, programs, and materials are examined for use at the local level. Scientific reports are studied to determine the effectiveness of various approaches.

358. *Substance Abuse in the Workplace*. II. 3 hr. PR: consent. The problem, nature, and effects of drug/alcohol use in the workplace; approaches for treatment and avoidance such as EAPs, community programs, and testing; development of management approaches and programs.

361. *Loss Initiating Adversities Remediation*. I, II, S. 3 hr. Perception of adversities tolerated as an extension of uncontrolled hazardous exposure with remediation concentrated upon identification, confirmation, and correction services including utilization of specialist personnel.

363. *Disabled Enterprise Resources Restoration*. I, II, S. 3 hr. PR: Consent. Examination of management guidelines, reporting procedures, insurance variations, rehabilitation and restoration efforts, and recovery procedures needed to successfully restrain losses attributed to disabled enterprise resources.

364. *Identifying and Correcting Disabled Resources*. II, S. 3 hr. PR: Departmental consent. Examination of management guidelines, reporting procedures, insurance variations, rehabilitation and restoration efforts, and recovery procedures needed to successfully restrain losses attributed to disabled enterprise resources.

391. *Advanced Topics*. 1-6 hr. PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

397. *Master's Degree Research or Thesis*. I, II, S. 1-15 hr. PR: Consent. Research activities leading to a thesis, problem report, research paper, or equivalent scholarly project.

418. *Safety, Measurement, Evaluation, and Research*. II, S. 3 hr. PR: SEM 300. Analysis of evaluative data and statistical procedures applicable to the safety field plus investigation of the nature and purposes of research dealing with safety and accident prevention with emphasis on human and environmental factors.

452. *Manpower Development for Safety Responsibilities*. II. 3 hr. PR: Graduate standing in safety studies and consent. Safety manpower positions, needs and problems in relation to efforts by business, industrial, governmental and educational agencies to provide sufficiently effective professional and sub-professional preparation of safety practitioners.

459. *Directed Study*. I, II, S. 1-6 hr. PR: Doctoral level standing and consent. (Required of all candidates for doctoral degrees in safety studies.) Analysis of research designs and procedures for compilation, organization, treatment, and interpretation of data for safety research projects.

460. *Biomechanics of Safety Management*. II. 3 hr. PR: Departmental consent. Applying the laws of physics to describe the abilities and limitations of the human body biomechanically and physiologically in order to maintain safety, quality, and productivity objectives, based on safety management principles.

468. *Essential Safety Management Information*. I, II, S. 3 hr. PR: Consent. Examination of information needed for safety management success, harm investigation procedures, evaluation techniques, nonrealized profit calculations, and decision-making which should enhance improvement of all safety function affairs.

472. *Practicum*. I, II, S. 1-6 hr. PR: Graduate standing in safety studies and consent. Individual and/or group experiences in development, implementation, and participation in special projects involving safety education, safety services, and environmental safety in schools, colleges, or communities.

490. *Teaching Practicum*. I, II. 1-3 hr. Supervised practice in college teaching of safety and environmental management.

491. *Advanced Study*. I, II, S. 1-6 hr. Investigation in advanced subjects not covered in regularly scheduled courses.

497. *Research*. I, II, S. 1-15 hr.

School of Nursing

E. Jane Martin, Ph.D., R.N., F.A.A.N., Dean

Joan E. Watson, Ph.D., R.N., F.A.A.N., Associate Dean for Research and Graduate Education

Karen E. Miles, Ed.D., R.N., Interim Associate Dean for Undergraduate Education

Jacqueline W. Riley, M.N., R.N., Assistant Dean for Student Affairs

Mona M. Counts, Ph.D., iR.N., Chairperson, Department of Health Promotion/
Risk Reduction

Lynne Ostrow, Ed.D., R.N., Chairperson, Department of Health Restoration

Janet Wang, Ph.D., R.N., Chairperson, Department of Health Systems

Mary Jo Butler, Ed.D., R.N., Director, Charleston Division of the School of
Nursing

Jacqueline G. Stemple, Ed.D., R.N., Director, Evaluation

Judith Kandzari, Ed.D., R.N., Director, Distance Education

The School of Nursing, one of the four professional schools housed at the Health Sciences Center, is accredited by the National League for Nursing. The School of Nursing offers undergraduate and graduate programs of study leading to the B.S.N. and M.S.N. degrees in Morgantown and selected extension sites. The B.S.N. degree program is also available through a consortia with Glenville State College and Potomac State College, wherein students complete the lower division portion of the program on the GSC or PSC campus and the upper division credit hours on the Charleston or Morgantown campus, respectively.

The West Virginia University School of Nursing offers a master's program to prepare professional nurses for the role of nurse clinician in the advanced practice of nursing in rural primary health care. The master of science in nursing (MSN) degree is granted by West Virginia University to those who complete the program. The M.S.N. program has as its purpose the preparation of professional nurses to assume advanced roles in the delivery of health care; contribute to nursing science; and build a foundation for post-master's study. Upon completion of the program the graduate is expected to:

- Practice nursing based on the conceptual model of the health of human systems dynamically interacting with the environment.
- Synthesize theory, practice, and research in developing the professional role of advanced nursing practice.
- Demonstrate accountability for health maintenance and promotion to self, the discipline, and society.
- Utilize systematic inquiry to guide decision-making related to critical issues impacting clients, the profession, and society.

For further information write: Assistant Dean for Student Affairs, West Virginia University, School of Nursing, P.O. Box 9600, Morgantown, WV 26506-9600.

School of Nursing Faculty

* indicates regular membership in the graduate faculty

† indicates associate membership in the graduate faculty

June C. Abbey, Ph.D., R.N. (U. Cal.-Berkeley). Adjunct Professor

Cynthia Armstrong-Persily, Ph.D., R.N. (U. Penn.). Assistant Professor

Shauna Aurelio, M.S.N., R.N. (WVU). Adjunct Instructor.

Laura Badzek, J.D., R.N. (WVU). Instructor.

Rosemary Belden, M.S.N., R.N. (U.Va). Adjunct Instructor.

Sharon Bond, M.S.N., R.N. (U. Miss.). Instructor.

Marjorie Bower, M.S.N., R.N. (WVU). Instructor.

Margaret Burkhardt, Ph.D., R.N. (U. Miami). Associate Professor.

Mary Jo Butler, Ed.D., R.N. (WVU). Director, Charleston Division; Associate Professor

Mary Beth Casdorph, M.S.N., R.N. (WVU). Visiting Instructor.

Elaine Champion-Nailler, M.S.N., R.N. (Wayne St.U.). Adjunct Instructor.

Ann Cleveland, M.S.N., R.N. (U. Va.). Visiting Instructor.

Jill Cochran, M.S.N., R.N. (WVU). Visiting Instructor, Kellogg Field Professor.

Susan Collins, M.S.N., R.N. (Duke U.). Adjunct Instructor.

Sandra Cotton, M.S., R.N. (U. Md). Visiting Instructor.

*Mona Counts, Ph.D., R.N. (U. Texas). Professor; Chairperson, Health Promotion/Risk Reduction.

Malene Davis, M.B.A., R.N. (WVU). Lecturer.

*Pamela Deiriggi, Ph.D., R.N. (U. Texas). Associate Professor.

Patricia Diehl, M.A., R.N. (WVU). Associate Professor.

Kimberly Demchak, B.S.N., R.N. (Ca. U. Pa.). Lecturer.

Imogene Foster, M.S.N., R.N. (WVU). Assistant Professor.

C. Anne Gagnon, M.P.H., R.N. (U. Pitt.). Visiting Assistant Professor.

Theresa Gain, M.S.N., R.N. (WVU). Lecturer.

Suzanne Gross, M.N.Ed., R.N. (U. Pitt.). Assistant Professor.

*Jo Anne Grunow, D.N.Sc., R.N. (Rush U.). Assistant Professor.

Patricia Harman, M.S.N., R.N., C.N.M. (U. Minn.). Adjunct Instructor.

Debra Harr, Ed.D., R.N. (WVU). Associate Professor.

Elizabeth Kerr Hay, M.S.N., R.N. (Vanderbilt U.). Visiting Associate Professor

Jean Hoff, M.P.H., R.N. (U.Pitt.). Visiting Associate Professor.

Gwendolyn Holderman, M.S.N., R.N. (Penn. State). Visiting Instructor.

Elizabeth Hupp, M.A., R.N. (WVU). Adjunct Instructor.

Lorita Jenab, Ed.D., R.N. (Columbia U.). Dean *Emerita*.

Dorothy Johnson, Ed.D., R.N. (WVU). Assistant Professor.

Judith Kandzari, M.S.N., R.N. (WVU). Associate Professor; Director, Distance Education.

Beverly Knicely, M.S.N., R.N. (WVU). Adjunct Instructor.

Nancy Koontz, M.S.N., R.N. (U.Md.). Associate Professor.

Barbara Koster, M.S.N., R.N. (WVU). Adjunct Instructor.

*Barbara Kupchak, Ph.D., R.N. (U. Texas). Assistant Professor.

Susan Leight, M.S.N., R.N. (WVU). Lecturer.

*Nan Leslie, Ph.D., R.N. (U. Pitt.). Assistant Professor.

Deborah Lewis, M.S.N., R.N. (WVU). Instructor.

Donna Lyman, M.S., R.N. (U. Alaska). Lecturer.

Sandra Marra, M.S.N., R.N. (WVU). Instructor.

Kathleen Marsland, M.S., R.N. (U. Colo.). Assistant Professor.

*E. Jane Martin, Ph.D., R.N., F.A.A.N. (U. Pitt.). Professor and Dean

Gaynelle McKinney, M.S.N.Ed., R.N., F.A.A.N. (Ind. U.). Professor *Emerita*

*Karen Miles, Ed.D., R.N. (WVU). Associate Professor; Interim Associate Dean, Undergraduate Education.

Lois C. Miracle, M.S.N. (U. Akron). Visiting Instructor, Kellogg Field Professor.

*Marsha Mitchell, Ed.D., R.N. (WVU). Assistant Professor.

Alvita Nathaniel, M.S.N., R.N. (WVU). Lecturer.

Mary Nemeth-Pyles, M.S.N., R.N. (WVU). Instructor.

Susan Newfield, M.S.N., R.N. (U. Tex.). Assistant Professor.

Tamara Nichols, M.S.N., R.N. (U. Ala. B.). Visiting Instructor.

Barbara Nunley, M.S.N., R.N. (Ohio St. U.). Instructor.

Lois O'Kelley, M.S.N., R.N. (Wayne St.U.). Associate Professor *Emerita*.
 †Lynne Ostrow, Ed.D., R.N. (WVU). Associate Professor; Chairperson, Health Restoration.
 Marjorie Phillips, M.N.Ed., R.N. (U. Pitt.). Assistant Professor.
 Marcia Pollard, J.D., M.S.N., R.N. (WVU). Lecturer.
 Elizabeth Richard, M.S.N., R.N. (Yale U.). Instructor. Coordinator, Glenville State College.
 Jacqueline Riley, M.N., R.N. (U. Fla.). Associate Professor; Assistant Dean for Student Affairs.
 Susan Ritchie, M.P.H., R.N. (UNC). Adjunct Instructor.
 Joanne Seasholtz, Ph.D., R.N. (U. Pitt.). Adjunct Assistant Professor.
 Jane Shrewsbury, M.N.Ed., R.N. (U. Pitt.). Associate Professor.
 Debra Shupienis, M.S.W., R.N. (Yale U.). Visiting Instructor.
 †Patricia Simoni, Ed.D., R.N. (WVU). Associate Professor.
 †Mary Jane Smith, Ph.D., R.N. (NYU). Professor.
 Loreto Sobong, Ph.D. (NYU), Research Associate.
 Mary Kaye Staggers, M.S.N., R.N. (Wayne State). Instructor. Coordinator, Potomac State College.
 †Jacqueline Stemple, Ed.D., R.N. (WVU). Associate Professor; Director, Evaluation.
 Fredona Stenger, M.S.N., R.N. (Boston U.). Associate Professor.
 Martha Summers, M.S.N., R.N. (WVU), Visiting Instructor.
 Sally M. Taylor, Ed.D., R.N. (WVU), Adjunct Assistant Professor.
 Sally Tom, M.P.A., R.N., C.N.M. (Harvard). Visiting Assistant Professor; Director, Nurse Midwifery Program.
 Nancy Traubert, M.S.N., R.N. (Ohio State). Adjunct Instructor.
 †Janet Wang, Ph.D., R.N. (U. Pitt.). Associate Professor; Chairperson, Health Systems.
 †Joan E. Watson, Ph.D., R.N., F.A.A.N. (Ohio State). Professor; Associate Dean, Research & Graduate Education.
 †Lynne Welch, Ed.D., R.N. (Col. U.). Adjunct Professor.
 Alison Witte, M.S., R.N. (U. Md.). Lecturer.
 Alice Ziomek, B.S.N., R.N. (WVU). Visiting Instructor.

School of Nursing Graduate Program

Master of Science in Nursing

The graduate program offers a curriculum which allows students to enroll on a part-time or full-time basis. Throughout the curriculum, students are guided in the processes of self-development aimed at pursuing excellence in scholarly and professional endeavors. The program allows flexibility within the basic curricular structure through the individualization of learning experiences, electives, master's paper, thesis, and the opportunity to investigate an area of interest in advanced study.

Curriculum

The pattern and duration of the student's study plan is determined in consultation with a faculty advisor and is based upon the student's background and goals. The program can be completed in four semesters of full-time study at the Morgantown campus. The average full-time load is 9-12 credit hours per semester.

Study Plan

Graduate education in nursing prepares clinicians capable of leadership in developing and expanding nursing knowledge, skills, and practice competencies in light of societal needs. The master's graduate is able to provide quality health care in a variety of settings while clarifying and redefining nursing roles.

Applicants for the master's program in nursing must meet WVU admission requirements for graduate education. For full admission to the nursing program, they must have a cumulative GPA of 3.0 or higher on a 4.0 scale on all college work attempted; a total GRE score of 1250 or higher, taken within the last five years; a current, unrestricted RN license; a degree from an NLN accredited school; completed three credits of statistics acceptable for transfer with a grade of C or better; completed a health assessment course which included physical examination skills and is acceptable for transfer with a grade of C or better.

Admissions Requirements

Prerequisites

Applicants who do not meet one or more of the above criteria will be considered for provisional admission on an individual bases. Preference is given to West Virginia residents.

The application process **must be completed** by March 1 for summer enrollment, June 1 for fall enrollment, and October 1 for spring enrollment. Class sizes are limited based on available faculty resources and space

Deadlines

Applicants need to complete the following steps in order to be considered for admission:

Steps in Application Process

1. Complete two application forms as indicated and return to the appropriate offices to avoid unnecessary delay in the review process.

- a. Application for *Admission to Graduate Studies* (available from Admissions and Records). To be returned with a \$25.00 non-refundable service fee to: Office of Admissions and Records, West Virginia University, P.O. Box 6009, Morgantown, WV 26506-6009.

- b. Application for *Admission to the Master of Science in Nursing Program* (available from Student Affairs Office). To be returned to: WVU School of Nursing, Student Affairs Office, PO Box 9600, Morgantown, WV 26506-9600.

2. Request an official transcript of records from each college or university attended. Transcripts and records should be sent directly from the institution to the WVU Office of Admissions and Records, PO BOX 6009, Morgantown, WV 26506-6009.

3. Send the three recommendations directly to the WVU School of Nursing, Student Affairs Office, PO Box 9600, Morgantown, WV 26506-9600.

The parameters used for review of applicants include: academic achievement, professional experience, career goals, and recommendations. Once admitted the student is assigned a faculty advisor who guides the student in curricular and academic matters. Enrollment in nursing courses is based on readiness and availability of space.

- Completion of 36 semester credit hours, including 27 hours in nursing, three hours in graduate-level statistics, and six hours of non-nursing electives.

- Completion of a master's paper (three hours).

- Achievement of an overall academic average of at least B in all work attempted in the master's program. The grade C in two nursing courses will require a faculty review of the student's program progression.

- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is lower than C will not count toward satisfying graduate degree requirements.

Required courses must be taken for letter grades (A, B, C). Electives may be opted for pass (P) or fail (F) grades, subject to the approval of the adviser.

***Note: The MSN curriculum is under revision. Contact the School for the most recent information.**

NSG 370 Theories in Nursing	3
NSG 373 Research Process and Methods in Nursing	3
NSG 375 Health Promotion	3
NSG 376 Health Policy	3
NSG 378 Health Promotion Practice I	6
NSG 380 Health Promotion Practice II	6
NSG 397 Research (master's paper)	3
Subtotal	27
Cognates (one of which must be statistics)	9
Total	36

FIRST YEAR

Fall Semester

NSG 370 Theories in Nsg	3 cr
STAT 311	3 cr
Cognates	3 cr

Spring Semester

NSG 373 Research	3 cr
NSG 375 Health Promotion **	3 cr
Cognate	3 cr

SECOND YEAR

Fall Semester

NSG 376 Health Policy	3 cr
NSG 378 Health Promotion Practice 1	6 cr

Spring Semester

NSG 380 Health Promotion Practice 2	6 cr
NSG 397 Research	3 cr

**** The introductory health assessment course, which is a prerequisite to admission to the MSN program, must be completed before enrolling in NSG 375.**

Nursing (NSG)

370. *Theories in Nursing*. I. 3 hr. PR: BSN, Consent. Introduction to the structure and function of extant theories in nursing as a basis for practice and research. Students evaluate theories, concepts, and research applicable to health promotion.

373. *Research Process and Methods in Nursing*. II. 3 hr. PR: NSG 370. PR or CONC. Graduate level statistics. Emphasizes understanding and critiques of research applicable to nursing. Theoretical rationale and appropriate methods to address research questions pertaining to health promotion with focal populations are targeted.

375. *Health Promotion*. II. 3 hr. PR: NSG 370**. Focus is on understanding health promotion, maintenance, and restoration through analysis of applicable theories, models, concepts and research. Students develop a conceptual model for nursing practice that includes assumptions, propositions, interventions and evaluation.

376. *Health Policy*. II. S. 3 hr. PR: NSG 370. Focus is on social, political, technological, ethical and economic dynamics which shape the formal and information systems of health care delivery. Impact of social policy on rural environments, nursing practice and health promotion is emphasized.

378. *Health Promotion Practice 1*. I. 6 hr. PR: NSG 373 and 375. Theoretical constructs of health, leadership, change and organization structure are included in addressing family and community. Practicum component supports the application and evaluation of a conceptually-based advanced nursing practice. Practicum and seminar.

380. *Health Promotion Practice 2*. II. 6 hr. PR: NSG 378. Supervised practicum and seminar are designed to facilitate the student's application of theoretical content related to the focal population of the elderly, children, parents and babies.

391. *Advanced Study*. I, II, S. 1-3 hr. PR: Graduate standing; consent. In depth study of topics related to current issues in primary health care. Study may be independent or through specially scheduled seminars.

397. *Research*. I, II, S. 1-15 hr. PR: NSG 373; PR or CONC: NSG 378. Refinement and implementation of research proposal to meet requirements for a master's paper.

School of Pharmacy

Sidney Rosenbluth, Ph.D., Dean

Carl J. Malanga, Ph.D., Associate Dean for Academic Affairs

David Lalka, Ph.D., Assistant Dean for Research and Graduate Programs

The WVU School of Pharmacy offers graduate programs in the pharmaceutical sciences for both the M.S. and Ph.D. It is advantageously located in the Health Sciences Center complex which also houses all departments of the schools of Medicine, Nursing, and Dentistry, as well as a comprehensive medical library, audiovisual learning center, photo-illustration service, computer facilities, and laboratory animal quarters. The School of Pharmacy maintains its own research laboratories and equipment on three levels within a section of the medical center complex.

Applicants for the Ph.D. may choose among several specialty areas, which include medicinal chemistry, pharmaceuticals, biopharmaceutics/pharmacokinetics, and behavioral/administrative pharmacy. The pharmaceutical sciences uniquely encompass a wide variety of interrelated areas of science and technology. For example, students in medicinal chemistry are trained to combine knowledge in analytic/synthetic chemistry, biochemistry, pharmacology, pharmacokinetics, and toxicology in the design and synthesis of new drugs, while those specializing in behavioral/administrative pharmacy may integrate sociology, economics, civil law, administration, business management, etc., or developing optimal methods in the delivery of pharmaceutical health care.

Applicants for the M.S. may specialize in pharmacy administration, pharmacology and toxicology, pharmacognosy, pharmaceutical/medicinal chemistry, industrial pharmacy, pharmaceuticals, and biopharmaceutics/pharmacokinetics. As for the Ph.D., students must possess a baccalaureate from a suitable area of study with an overall grade-point average of at least 2.75 and an aptitude and interest for graduate work in the pharmaceutical sciences. Furthermore, GRE scores in the verbal, quantitative, and analytical sections are required. To qualify for the advanced degrees, a cumulative GPA of no less than a 3.0 in all graduate courses must be obtained, with no grade less than a C for fulfilling credit hour requirements. Also, a minimum of 30 graduate credits hours, including six hours for research and thesis, must be completed.

To obtain specific information related to the school's graduate programs, graduate faculty research interests, and availability of graduate assistantships or fellowships, applicants may write directly to: Assistant Dean for Research and Graduate Programs, WVU School of Pharmacy, Health Sciences Center, North, Morgantown, WV 26506. Telephone: (304) 293-5101

School of Pharmacy Graduate Programs

Pharmaceutical Sciences M.S., Ph.D.

Graduate Faculty

Pharmaceutical Sciences

Professors

Marie A. Abate, Pharm.D. (U. Mich.). Drug information, Adult internal medicine.

Calvin C. Brister,* Ph.D. (U. Miss.). Biopharmacy.

Stephen A. Howard,* Ph.D. (U. Mich.). Adjunct. Pharmaceuticals.

Arthur I. Jacknowitz, Pharm.D. (Phila. C. Pharm.). Dosage formulation, Gastrointestinal diseases and their treatment.

David Lalka, Ph.D. (SUNY-Buffalo). Pharmacokinetics, Biochemical pharmacology.

James K. Lim, Ph.D. (U. N.C.). Pharmaceutical product formulation studies, Fluorides and dental antiplaque agents, Semisolid rheology.

Joseph H.K. Ma, Ph.D. (Duquesne U.). Pharmaceutical chemistry.

Carl J. Malanga, Ph.D. (Fordham U.). Biopharmacy, Pharmacology and physiology of mucociliary transport, Mucus synthesis and secretion

Jay Nematollahi,* Ph.D. (U. Calif.). Adjunct. Medicinal chemistry

Frank D. O'Connell,* Ph.D. (Purdue U.). Isolation of natural products, Biochemical transformations in plant tissue cultures.

John P. O'Donnell, Ph.D. (U. Iowa). Adjunct. Medicinal chemistry

Charles D. Ponte, Pharm.D. (U. Utah). Clinical pharmacy, Family practice

David A. Riley, Ed.D. (U. Ga.). Continuing education, Behavioral and administrative pharmacy

Sidney A. Rosenbluth, Ph.D. (U. Tex.). Dean. Development and evaluation of expanded pharmacists' roles in health care delivery, Development and evaluation of educational units and their effects on professional behavior.

Ashok C. Shah,* Ph.D. (U. Wisc.). Adjunct. Pharmaceutics.

Associate Professors

Robert K. Griffith, Ph.D. (Ohio St. U.). Drug design, Medicinal chemistry

Sundareswaran (Suresh) Madhavan, Ph.D. (Purdue U.). Health care and pharmaceutical marketing, Marketing research, Entrepreneurship and small business management

Paula Jo Meyer Stout, Ph.D. (WVU). Pharmaceutics, Drug metabolism, Industrial pharmacy/ product formulation.

Assistant Professors

Peter M. Gannett, Ph.D. (U. Wisc.). Metabolism and carcinogenesis of alkyl hydrazines

Nahla Khoury,* Ph.D. (WVU). Adjunct. Pharmaceutics.

Lee E. Kirsch,* Ph.D. (Ohio St. U.). Adjunct. Pharmaceutics

Lynn LaCagnin,* Ph.D. (WVU). Adjunct. Drug metabolism.

Patrick K. Noonan, Ph.D. (U.C.S.F.). Adjunct. Development and pharmacokinetic evaluation of oral and transdermal drug delivery systems, Cutaneous metabolism

Mohamadi Sarkar, Ph.D. (MCV). Pharmaceutics, Dissolution models, Industrial pharmacy/ product formulation.

Gregory P. Wedin, Pharm.D. (U. Minn.). Epidemiology, clinical toxicology and essay development

Yongyut Rojanasakul, Ph.D. (U. Wisc.). Pharmaceutics, Transport phenomena in biological systems.

Pharmaceutical Sciences

David Lalka, Assistant Dean for Research and Graduate Programs
1136 Health Sciences North

Degrees Offered: Master of Science, Doctor of Philosophy

The School of Pharmacy offers graduate programs in the basic pharmaceutical sciences and in administrative pharmacy, leading to the degrees of master of science (M.S.) and doctor of philosophy (Ph.D.) These research-oriented curricula and programs are sufficiently flexible to accommodate individual interests, capabilities, and potential of the student for maximum academic development in becoming an accomplished researcher and teacher. For general admission, applicants must satisfy the requirements for all graduate students entering WVU. For admission with regular student status, the applicant must possess a baccalaureate degree from a suitable area of study, an overall grade-point average of at least 2.75, and an aptitude and interest for graduate work in the pharmaceutical sciences. Applicants not admitted with regular student status may be considered for alternative admission status. Graduate Record Examination scores in the verbal, quantitative, and analytical portions of the examination are required of all students, and TOEFL, or similar scores, are additionally required of international applicants. For applicants in the area of behavioral and administrative pharmacy, test scores on the Graduate Management Admissions Test (GMAT) are acceptable, although GRE scores are preferred.

Program

Admission

GPA

GRE

TOEFL

GMAT

No course credits with a grade of less than C may be counted toward fulfilling credit-hour requirements for a graduate degree. Furthermore, a cumulative grade-point average of no less than 3.0 in all graduate courses must be obtained by the student to qualify for an advanced degree.

**Pharmacy
Administration**

Students admitted for the master of science (M.S.) may specialize in pharmacy administration, pharmacology and toxicology, pharmacognosy, pharmaceutical chemistry, industrial pharmacy, medicinal chemistry, pharmaceuticals, biopharmaceuticals, and pharmacokinetics.

To be eligible for the M.S. degree, students must complete a minimum of 30 hours of graduate credit, of which no more than six hours may be for research and thesis.

Upon completion of course work and research requirements, and after submission of the thesis, an oral examination for the thesis defense will be administered by the student's advisory committee.

Ph.D.

Students admitted for the doctor of philosophy (Ph.D.) degree program may choose among several specialty areas, which include medicinal chemistry, pharmaceuticals/biopharmaceuticals/pharmacokinetics, and behavioral and administrative pharmacy.

**Course
Work**

The student's first semester is usually occupied with course work while under the guidance of the assistant dean for research and graduate programs. During this period, a student will confer with faculty members in the student's area of interest concerning a possible research project, and a major professor should be chosen by the end of the first semester of graduate study. The student's research committee (minimum of five for Ph.D., or three for M.S.) should be formed by the end of the second semester of graduate study, occurring usually at the completion of 18-20 hours of graduate course work.

The interest to pursue the M.S. degree en route to the Ph.D. should also be stated at this time. Students must complete all requirements for the M.S. degree except the preparation and defense of the thesis in order to advance in the Ph.D. program. With committee advice, the student, however, may elect to prepare and defend a thesis to obtain the M.S. before the Ph.D.

**Study
Plan**

A formal study and research plan must be submitted by the student upon completion of 30 credit-hours (or 18 credit-hours for the M.S.) of formal graduate course work. With guidance from the research advisory committee and by the end of the second year in the program, the student should have completed the language/research tool requirements.

Candidacy

To be admitted for candidacy of the Ph.D. degree, the student must satisfy the above requirements and pass oral and written qualifying examinations. After admission to candidacy for the Ph.D., a student normally devotes substantial time to an original research project that culminates in a dissertation. The dissertation must be satisfactorily completed and defended at an oral examination before the recommendation to award the Ph.D.

Pharmaceutical Chemistry (PHCH)

375. *Advanced Pharmaceutical Analysis*. I or II. 3 hr. Spectroscopic methods of analysis with emphasis on their applications in pharmaceutical problems and in biological sciences.

376. *Advanced Pharmaceutical Analysis*. I or II. 3 hr. Continuation of PHCH 375, with emphasis on electro-analytical methods and preparation of samples from pharmaceutical dosage forms and from biological materials.

377. *Advanced Pharmaceutical Analysis*. I or II. 3 hr. Physical-chemical principles involved in methods development. A special problem is assigned as an integral part of the course.

Pharmacognosy (PCOG)

340. *Organic Plant Constituents*. I or II. 3 hr. Occurrence, properties, biogenesis, etc. of a number of classes of organic compounds derived from plants. Emphasis on secondary metabolites which contain products of pharmaceutical or medicinal interest.

341. *Isolation of Plant Constituents*. I or II. 3-5 hr. Acquaints the student with techniques used in extraction, separation, and isolation of plant constituents.

Pharmacy (PHAR)

300. *Industrial Pharmacy*. I. 4 hr. Major aspects and principles of dosage form development and manufacture. Structure of industry and government influences. Laboratory experiences in manufacturing and development techniques.

301. *Advanced Biopharmaceutics*. I or II. 3 hr. Concepts of biopharmaceutics and pharmacokinetics in relation to the design and evaluation of dosage forms and determination of rational dosage regimens in health and disease. (II = odd years.)

314. *Cosmetic Formulation*. II. 3 hr. PR: PHAR 203. Introduction to principles and basic considerations of cosmetic formulations, including review of anatomy/physiology of skin. Laboratory exposes students to practical aspects of processing the more popular cosmetic products.

315. *Physical Pharmacy*. I or II. 3 hr. Designed to illustrate the special application of physicochemical properties of materials to pharmaceutical and physiological systems. Especially useful in delineating formulation considerations impinging upon the stability of complex systems.

370. *The Synthesis of Drugs*. I, II, S. 3 hr. PR: CHEM 332 and consent. A survey of the approaches employed in the synthesis of a variety of examples of pharmacologically useful agents. Emphasis is placed on retrosynthetic analysis of target molecules and the application of synthetic procedures to multi-step synthesis.

390. *Special Topics*. I, II, S. 1-4 hr.

391. *Seminar in Pharmaceutical Sciences*. I, II. 1 hr. PR: Consent. A multidisciplinary weekly presentation and discussion of special topics and research in the pharmaceutical sciences. (Weekly attendance is required and grading is on an S/U basis only.)

396. *Special Problems in Pharmaceutical Sciences*. I, II, S. 1-3 hr. Where special interest is shown by the student in an area other than of the student's thesis research, a faculty member will supervise individual study and research.

484. *Special Seminar*. I, II, S. 1-6 hr. For use by disciplines in the pharmaceutical sciences wishing to have graduate students and faculty participate in seminars and group discussion on specialized or technical topics at the advanced level.

490. *Teaching Practicum*. I, II. 1-3 hr. PR: Graduate standing and consent. Supervised practices in college teaching of pharmacy.

491. *Advanced Study*. I, II, S. 1-6 hr. PR: Consent. Investigation in advanced subjects which are not covered in regularly scheduled courses. Study may be independent or through specially scheduled lectures.

496. *Graduate Seminar*. I, II. 1 hr. PR: Consent. Formal presentation by graduate students to assembled graduate faculty and students of research or special topics approved by adviser. Title to be presented at start of semester. Required at least once annually. (Grading is S/U.)

497. *Research*. I, II, S. 1-15 hr.

498. *Thesis*. I, II, S. 2-4 hr. PR: Consent.

Pharmacy Administration (PHAD)

320. *Drug Regulation and Control*. I or II. 3 hr. Legislation affecting the development, introduction, control, and utilization of drugs in the American economy.

321. *Drug Distribution Systems*. I or II. 3 hr. Detailed study and analysis of drug distribution in institutional environments.

323. *Economics of the Pharmaceutical Industry*. I or II. 3 hr. History, background, and formation of major drug industries, Oligopolistic practices, mergers, combines, costs of research, and production.

Pharmaceutics (PCEU)

302. *Advanced Pharmaceutics*. I or II. 3 hr. Physiochemical and biopharmaceutical principles involved in disperse systems (liquid, semi-solid, and solid) which function as dosage forms. Considerations of properties of solid dispersions, micromeritics, diffusion of liquid dispersions, interfacial phenomena, emulsification, suspensions, prolonged action medication, etc.

School of Physical Education

Dana D. Brooks, Ed.D., Dean
Dallas Branch, Jr., Ph.D., Coordinator, Sport Management
Denise Massie, M.S., Coordinator, Athletic Training
Andrew Ostrow, Ph.D., Coordinator, Sport Behavior
Robert L. Wiegand, Ed.D., Coordinator, Teacher Education
Andrew H. Hawkins, Ed.D., Graduate Program Coordinator

The School of Physical Education is organized into five programs: athletic coaching, athletic training, sport behavior, sport management, and teacher education.

The doctoral program administered through the School of Physical Education has three majors areas: sport behavior, teacher education, and exercise physiology. (For program description of the last, see exercise physiology in the School of Medicine.) The School's master's program allows specialization in teacher preparation, athletic training, sport behavior, and sport management leading to a master of science in physical education.

The facilities of the School of Physical Education include the gymnasium, dance studio, and swimming pool in E. Moore Hall; a gymnasium in Stansbury Hall; bowling lanes in the Mountainlair; indoor track, sports area, weight training room, martial arts room, and rifle range in the Shell Building; outdoor areas include the stadium, tennis courts, archery range, soccer and field hockey fields, and outdoor track; and the Natatorium with its pool and diving well.

The Coliseum contains the Ray O. Duncan Memorial Library, classrooms and seminar rooms, faculty offices, a large gymnasium, a dance studio, racquetball and squash courts, and sport behavior laboratory. Additional faculty and staff offices are in E. Moore Hall, Stansbury Hall, the Natatorium, and the Shell Building.

For additional information, please contact the Graduate Coordinator, School of Physical Education, 210 Coliseum, P.O. Box 6116, West Virginia University, Morgantown, WV 26506-6116. Telephone (304) 293-3295 X 210.

Graduate Degrees in Physical Education

Education	Ed.D.
Physical Education	M.S.

Graduate Faculty

- † indicates regular membership in the graduate faculty
- * indicates associate membership in the graduate faculty

Professors

- † Carl P. Bahneman, Ph.D. (U. Pitt). Teacher behavior, Administration
- † Dana D. Brooks, Ed.D. (WVU). Dean. African American sport, Social/psychological aspects of sport, Youth sport.
- * J. William Douglas, Ph.D. (Ohio U.). Management theory, History and philosophy of sport.
- † Andrew H. Hawkins, Ph.D. (Ohio St. U.). Management theory, History and philosophy of sport.
- † Andrew C. Ostrow, Ph.D. (U.C.-Berkeley). Program coordinator, Sport Behavior Physical activity and aging, Psychological assessment.
- † Robert L. Wiegand, Ed.D. (U. Ga.). Program coordinator, Physical Education Teacher preparation, Curriculum.

Associate Professors

- *William L. Alsop, Ed.D. (WVU). Sport studies, Sport management.
Kittie Blakemore, M.S. (WVU). Teacher preparation.
Linda Carson, Ed.D. (WVU). Motor development.
Bruce Wilmoth, M.S. (Brigham Young U.). Teacher preparation.
*Daniel Ziatz, Ph.D. (U. Utah). Pedagogy, Coaching education, Curriculum.

Assistant Professors

- †Dallas D. Branch, Jr., Ph.D. (Ohio U.). Program coordinator, Sport Management. Sport management, Sport marketing.
Linda Burdette, M.S. (WVU). Teacher preparation.
*Edward Etzel, Ed.D. (WVU). Sport psychology, Performance enhancement, Counseling athletes, Psychological aspects of injury.
†Floyd Jones, Ph.D. (U. Pitt.). Pedagogy cognitions, African American sports, Research, At-risk pre-adolescents and summertime learning deficiencies.
Dale Ramsburg, Ed.D. (WVU). Sport psychology.
John C. McGrath, M.S. (Bemidji St. Co.). Teacher preparation.

Visiting Assistant Professors

- Catherine Nolan, M.S. (UNC-Greensboro). Teacher preparation.
Sandra K. Vanin, Ed.D. (WVU). Teacher preparation, Special physical education.

Lecturers

- Nate Carr, B.A. (Iowa St.U.). Teacher education.
Denise Massie, M.S. (Old Dominion U.). Program coordinator, Athletic Training.
Randall Meador, M.S. (WVU). Athletic training.
Elizabeth A. Pedone, M.S. (U. Va.). Athletic training.

Visiting Lecturers

- Michael G. Miller, M.S. (WVU). Athletic training.
Anthony Kenneth Peck, M.A. (U. Iowa). Athletic training.
Jack Sager, M.S. (Indiana St. U.). Athletic training.

Physical Education

Dallas Branch, Jr., Ph.D., Coordinator, Sport Management

Denise Massie, M.S., Coordinator, Athletic Training

Andrew Ostrow, Ph.D., Coordinator, Sport Behavior

Robert L. Wiegand, Ed.D., Coordinator, Teacher Education

Andrew H. Hawkins, Ed.D., Graduate Program Coordinator

Degree Offered: Master of Science, Doctor of Education

- Ed.D.** Graduate studies in physical education leading to a doctor of education are available in three major areas: sport behavior, teacher education, and exercise physiology. The following are admission criteria for students to be admitted with regular status to the ED.D. in those areas.

Admission Criteria

- Undergraduate grade-point average of 3.0 from an approved institution;
- Master's degree grade-point average of 3.5 from an approved institution;
- Graduate Record Examination score of 1000 (verbal/quantitative) or 1500 (verbal/quantitative/analytical) or Miller Analogies Test score of 55;
- TOEFL score of 550 (international applicants); and
- Three letters of reference.

Application Deadline

Application procedures must be completed by March 1 for the sport behavior program of the year in which the applicant intends to begin a doctoral program. Upon submission of the above items, the student's credentials are reviewed by an appropriate screening committee. Acceptance as an advanced graduate student with regular status is contingent upon the screening committee's decision regarding the applicant's potential for scholarly produc-

tivity as judged by Graduate Record Examination and/or Miller Analogies Test scores, past performance in course work, letters of recommendation, a personal interview, and adviser/program availability.

Once the student is admitted to the program, the student—in concert with the adviser—selects a doctoral committee. It is this committee's responsibility to aid the student in planning the total program. During the process of completing the program, the student is expected to fulfill a residency requirement specified by the committee.

**Doctoral
Committee**

As the student completes the course work, application can be made to complete the final comprehensive examination. This examination consists of scholarly tasks designed to function as a comprehensive learning experience. The examination will be constructed by the student's doctoral committee. Students who do not successfully complete this examination may be permitted to attempt the examination one more time pending an appeal and subsequent sanction of the student's doctoral committee. There must be a time period of at least six months between the first and second examinations.

**Comprehensive
Examination**

Upon successful completion of the final comprehensive examination, the student may present to the doctoral committee a prospectus of the dissertation. If the opinion of the committee is such that the student may proceed with the dissertation, the student is admitted to candidacy.

Candidacy

Upon the completion of the dissertation, the candidate will appear before the doctoral committee for purposes of orally defending the study. Successful defense of the dissertation results in the awarding of the degree. All requirements must be completed within five years after admission to candidacy.

**Oral
Defense**

Majors for the master of science in physical education include studies in athletic coaching, athletic training, sport behavior, sport management, and physical education teacher education. Students who seek a graduate assistantship should apply by March 1.

**M.S. in
Physical
Education**

This major is designed to develop the skills and knowledge necessary to be an athletic coach. The medical, legal, growth and developmental, psychosocial, biophysical, and technical aspects of coaching are emphasized.

**Athletic
Coaching**

The graduate major in athletic training offers the following:

- West Virginia state certification
- One year program
- Two year program

**Athletic
Training**

All of the above include clinical experience. Completion of the M S program with NATA certification permits the graduate to pursue a wide range of employment at the secondary, collegiate, professional, clinical, or corporate levels.

West Virginia state certification is designed for teachers already holding a professional endorsement in a major field. Students must complete a core of courses at the graduate level, complete required undergraduate courses, and make application to the West Virginia Department of Education for certification. The program requires a minimum of 37 credit hours. This certification enables teachers to work as a state-certified athletic trainer in West Virginia public schools.

Certification

The one-year program is designed for individuals who are currently NATA certified. Courses in athletic training are combined with other courses to augment the student's background and meet professional demands. All applicants must comply with WVU requirements for graduate study and the requirements of the athletic program.

**NATA
Certification**

The two-year program is designed for individuals with an interest in athletic training but who have deficiencies meeting NATA certification requirements. This program is tailored to meet the clinical and course work needs of individual students. All applicants must comply with WVU requirements for graduate study and the requirements of the athletic program.

Sport Behavior Management Students admitted into the sport behavior major may select either the 36 credit hour thesis option or the 48 credit hour internship option.

Sport Management The sport management major requires 39 credit hours, including a six hour internship. Applicants must send all application materials to the program coordinator by March 1. The selection process for the 15 applicants who are accepted into the program is conducted during the spring semester. A personal interview is a part of the selection process. Applicants will be notified of their selection by May 15.

Teacher Education Students are admitted to physical education teacher education for work leading to the master of science degree if they hold a baccalaureate degree from an approved institution of higher education, have a 2.75 undergraduate grade-point average and satisfy prerequisites in the courses for which they register. The physical education teacher education program requires one year of study and field experience.

Provisional Admission Students who do not meet the 2.75 grade-point average requirement are admitted as provisional graduate students if their GPA is above 2.50; they are required to attain a 3.0 grade-point average in the first 12 hours of prescribed course work in order to be reclassified as a regular graduate student. Courses taken in off-campus education are accepted for degree purposes if the student has had prior approval from the student's adviser. In order to receive the degree, the student must have a minimum average of 3.0 in all course work leading toward the degree and satisfy all department and University requirements.

All materials for application must be received by the program coordinator by March 1.

Athletic Training (ATTR)

218. *Gross Anatomy Lab*. 1 hr. Analysis of gross anatomy and systems of the trunk and extremities; cadaver laboratory experience.

219. *Gross Anatomy*. II. 3 hr. PR: Consent. Designed to provide an overview of body systems and gross anatomy of the trunk and extremities.

220. *Advanced Athletic Training 1*. S. 3 hr. PR: ATTR 121, EXPH 164, 165, HLSE 70 or consent. Designed to provide an in-depth analysis of life-threatening situations in athletics, athletic conditioning, and general rehabilitation concepts.

221. *Advanced Athletic Training 2-I*. S. 3 hr. PR: ATTR 121, 219, EXPH164, 165, HLSE 70 or consent. Designed to investigate tissue repair, physiology of hot and cold treatment, therapeutic modalities and pharmacology relevant to athletic injury management.

222. *Advanced Athletic Training 3*. II, S. 3 hr. PR: ATTR 219, 220, 221 or consent. Designed to provide in-depth analysis of athletic injury mechanisms, injury evaluation techniques and rehabilitation; and muscle isolation techniques.

223. *Athletic Training Practicum 1*. II. 3 hr. PR: Consent. Practical application of athletic training techniques related to general rehabilitation concepts.

323. *Athletic Training Practicum*. I, II, S. 1-6 hr. PR: Consent. Designed to provide experience in various practical situations in athletic training and other related areas.

324. *Issues in Athletic Training*. S. 3 hr. PR: Consent. Designed to analyze, in-depth, various issues and policies in athletic training relevant to training room administration, protective, equipment, liability in athletics, and other selected topics.

391. *Advanced Topics*. I, II, S. 1-6 hr.

Physical Education Teacher Education (PET)

225. *Program Planning of Recreational Sport*. I, II, S. 3 hr. PR: Consent. An in-depth study of recreational sport programs, including philosophy, objectives, program development, management concepts, and evaluation.

300. *Workshop in Physical Education*. I, II, S. 1-15 hr.

305. *Professional Issues in Physical Education*. S. 3 hr. PR: Completion of 24 graduate hours or consent. Designed to examine current professional issues in physical education and the impact of these issues on the professional's life.

315. *Research Methodology in Physical Education*. I, S. 3 hr. PR: Graduate standing or consent. Application of historical, descriptive, and experimental research strategies and designs to physical education.

336. *Instructional Methods for Physical Education*. I, S. 3 hr. PR: PET 315 or consent. Designed to provide physical educators with the methodological skill necessary to comply with Public Law 94-142 (Education for All Handicapped Children Act). The research justification for the methodological approaches examined will be emphasized.

338. *Operant Principles for Physical Education*. II, S. 3 hr. PR: PET 315 or consent. Designed for the use and evaluation of operant principles in the development and control of motor behavior in physical education. Applications will be made to traditional group and individually prescribed instructional systems in physical education.

344. *Pedagogical Kinesiology*. I, S. 3 hr. Qualitative analysis of fundamental motor skills and sport-specific performances; discussion of research, application of self-directed experiments, and presentations of selected research papers. (Offered fall and every third summer.)

346. *Curriculum in Physical Education*. I, S. 3 hr. PR: PET 315 or consent. Designed to examine the factors affecting curriculum development. Emphasis on research in the changing curriculum, and the selection and sequencing of developmentally appropriate activities for early, middle, and adolescent childhood.

366. *Motor Development*. I, S. 3 hr. PR: PET 315 or consent. Designed to examine developmental motor skill acquisition across the entire life span. Hereditary and environmental factors unique to the motor-skill development of the maturing individual will be emphasized.

368. *Infant/Early Childhood Motor Development*. II, S. 3 hr. PR: PET 315 and 366 or consent. Examination of motor development during infancy and early childhood focusing on physical education's interactive role with the developmental process. Emphasizing current developmental research related to the area.

370. *Middle Childhood/Adolescent Motor Development*. II, S. 3 hr. PR: PET 315, 366 or consent. Examination of motor development during middle childhood and adolescence focusing on physical education's interactive role with the developmental process. Emphasizes current developmental research related to the area.

371. *Motor Development in Special Populations*. II, S. 3 hr. PR: PET 315, 366 or consent. Designed to examine the motor developmental patterns of various special population groups focusing on physical education's interactive role with the developmental process. Current developmental research related to the area will be emphasized. (Offered every third summer.)

391. *Advanced Topics*. I, II, S. 1-6 hr.

397. *Research/Thesis*. I, II, S. 1-15 hr.

446. *Advanced Measurement in Physical Education*. II, S. 3 hr. PR: PET 315. Designed to extend and apply the basic concepts of measurements and statistical evaluation to physical education.

460. *Management Processes in Physical Education*. II. 3 hr. PR: Graduate standing or consent. Designed to explore analytically the situational, relational processes between the administrator of physical education school programs and the teacher of physical education, the physical education facility, and the physical education planned learning environment.

465. *Professional Physical Education Resource Seminar*. I. 3 hr. PR: Graduate standing. (Required for all doctoral students.) Designed as an introductory seminar for doctoral professional physical educators. Discussion, debate, and position statements on critical issues facing the physical education profession.

480. *Dissertation/Thesis Seminar*. I, II, S. 3 hr. PR: Graduate standing and PET 315. (Required for all doctoral students.) Designed to critically analyze the graduate student's dissertation or research proposal.

490. *Teaching Practicum*. I, II, S. 3-15 hr.

491. *Advanced Study*. I, II, S. 1-6 hr.

492-495. *Special Seminars*. I, II, S. 1-6 hr. each.

496. *Graduate Seminar*. I, II, S. 1-6 hr.

497. *Research*. I, II, S. 1-15 hr.

498. *Dissertation*. I, II, S. 1-15 hr.

499. *Colloquium*. I, II, S. 1-6 hr.

Sport Studies (SS)

225. *Program Planning of Recreational Sport*. I, II, S. 3 hr. PR: Consent. An in-depth study of recreational sport programs, including philosophy, objectives, program development, management concepts, and evaluation.

315. *Research Methodology in Physical Education*. I, S. 3 hr. PR: Graduate standing or consent. Application of historical, descriptive, and experimental research strategies and designs to physical education. (Also listed as PET 315.)

320. *Individual Interaction in Sport and Physical Activity*. I, S. 3 hr. PR: SS 315. Designed to acquaint the student with the reciprocal relationships between sport and physical activity and the societies and cultures out of which sport emerges.

340. *Psychology of Sport and Physical Activity*. I, S. 3 hr. PR: SS 315. Psychological effects and implications of man's participation in sport and physical activity. Emphasis is on the personality and behavioral and motivational dynamics of sport involvement.

345. *Group Influences in Sports*. I. 3 hr. PR: SS 320, 340. The manner and degree to which individuals are affected by involvement in sport and group interactions.

391. *Advanced Topics*. I, II, S. 1-6 hr.

397. *Research/Thesis*. I, II, S. 1-15 hr.

425. *Educational Sport*. II. 3 hr. PR: STAT 311, SS 465. The group dynamics of the sport situation for purposes of gaining insight into techniques and methods of modifying social behavior through physical education sport activities.

446. *Advanced Measurement in Physical Education*. II, S. 3 hr. PR: SS 315. Extension and application of basic concepts of measurement and statistical evaluation to physical education.

460. *Management Processes in Physical Education*. II, 3 hr. PR: Graduate standing or consent. Analytical exploration of the situational, relational processes between the administrator of physical education school programs and the teacher of physical education, the physical education facility, and the physical education planned learning environment.

465. *Professional Physical Education Resource Seminar*. S. 3 hr. PR: Graduate standing. Introductory seminar for doctoral professional physical educators. Discussion, debate, and position statements on critical issues facing the physical education profession. (Required for all doctoral students.)

480. *Dissertation/Thesis Seminar*. I, II, S. 3 hr. PR: Graduate standing. Critical analysis of the graduate student's dissertation or research proposal. (Required for all doctoral students.)

491. *Advanced Study*. I, II, S. 1-6 hr.

492-495. *Special Seminars*. I, II, S. 1-6 hr. ea.

496. *Graduate Seminar*. I, II, S. 1-6 hr.

497. *Research*. I, II, S. 1-15 hr.

498. *Dissertation*. I, II, S. 1-15 hr.

499. *Colloquium*. I, II, S. 1-6 hr.

School of Social Work

Karen V. Harper, Ph.D., Dean

The School of Social Work began as a department in the College of Arts and Sciences in the early 1930s. In 1971, we became an independent school, located in Allen Hall on the Evansdale Campus. Our programs are accredited by the Council on Social Work Education, and our graduates meet the criteria for licensure in most states.

The graduate program in social work offers advanced study and training in preparing social workers for leadership roles in small towns and rural areas. The School of Social Work is nationally recognized in the area of rural social work practice, and the faculty regularly contributes to this field through presentations, papers, conferences, seminars, and research. Students have the opportunity to focus their practice interests by selecting an area of concentration within our M.S.W. program. Currently, the School supports practice concentrations in the areas of aging and long term care, family, and community health and mental health. Students have the opportunity to do their field internships with agencies throughout West Virginia and adjacent areas. A dual degree option is also offered in conjunction with the Department of Public Administration of the College of Arts and Sciences. Additionally, the School attracts a number of international students and maintains active relationships with social welfare departments in universities in Korea and Japan.

The School of Social Work supports both full-time and part-time study at the University. Students who have graduated from a baccalaureate program in social work accredited by the Council on Social Work Education may request a review for advanced standing in the M.S.W. program when they apply for admission.

Students admitted to the M.S.W. program are not permitted to enroll in 200 level courses to meet graduate degree requirements. Students interested in applying to the School or wishing additional information should address inquiries to the Assistant to the Dean, School of Social Work, West Virginia University, P.O. Box 6830, Morgantown, WV 26506-6830. Phone: (304) 293-3501.

Graduate Program in Social Work Master of Science in Social Work (M.S.W.)

Graduate Faculty

* indicates regular membership in the graduate faculty

* indicates associate membership in the graduate faculty

Professors

Marjorie H. Buckholz, Ph. D. (WVU). *Emerita*.

Karen V. Harper, Ph.D. (Ohio St. U.). Dean. Social administration, Child welfare.

*Nancy L. Lohmann, Ph.D. (Brandeis U.). Social gerontology, Research measurement.

*Roger A. Lohmann, Ph.D. (Brandeis U.). Non-profit management, Social gerontology, Rural social services.

Robert A. Porter, Ph.D. (Brandeis U.). *Emeritus*.

Victor L. Schneider, Ph.D. (U. Mish.). *Emeritus*.

LeRoy G. Shultz, M.S.W. (Wash. U.). *Emeritus*.

Associate Professors

*Patty A. Gibbs, Ed.D. (WVU). BSW Program Director. Death and dying. Women's issues.
William Little, Ph.D. (U. Wash.). Ethnicity, Community development, Urban politics.
Caroline T. Mudd, M.S.W. (U. Penn.). *Emerita*.

Assistant Professors

Sylvia J. Barksdale, Ph.D. (U. Pitt.). Maternal and child health, Health care.
Eleanor Blakely, Ph.D. (UNC). Social welfare policy/administration.
Elizabeth Gordon, Ph.D. (U. Pitt.). Research methods, Social welfare policy.
Gregory Hungerford, Ph.D. (Ohio St. U.). Family issues, Criminal justice.
Goldie Kadushin, Ph. D. (U. Ill.). Medical/health care.
Jerome R. Kolbo, Ph.D. (U. Minn.). Child welfare, Family violence.
*Barry Locke, Ed.D. (WVU). Assistant Dean. B.S.W. curriculum, Social work in rural areas and small towns, Program planning.

Academic Professionals

Helen M. Hagerty, M.S.W. (U. Pitt.). Coordinator of Field Instruction.
Brenda Morgan-Patrick, M.S.W. (WVU). Academic counselor.
Kristine Hash, M.S.W. (WVU). Director, Continuing education.

Social Work

Karen V. Harper, Ph. D., Dean of School of Social Work
708 Allen Hall

Degree Offered: Master of Social Work

The School of Social Work is currently reviewing its curriculum. Students are alerted that the actual requirements for the M.S.W. degree, beginning with the class entering the fall 1993 semester, may be different from what is listed in this catalog. Please consult with the assistant dean of the School of Social Work for the actual changes.

The School of Social Work had its beginnings in the early 1930s. In 1971, Social Work became an independent school; its programs are accredited by the Council on Social Work Education. Graduates of the M.S.W. program are eligible to sit for licensure examinations as social workers in West Virginia and most other states. The graduate program is part of the comprehensive program of professional education in social work offered by the School of Social Work, including degree programs at baccalaureate and master's levels and a range of continuing education opportunities on the campus and in other areas of West Virginia.

Social work is primarily concerned with enhancing the problem-solving, coping, and developmental capacities of people, promoting effective and humane operation of resources and service delivery systems, linking people with appropriate resource and service opportunities, and improving social policy.

The graduate program concentrates upon offering advanced specialized training for social work practice, with an emphasis on rural areas and small towns. The School of Social Work is nationally recognized in the area of rural social work practice, and the faculty members regularly contribute to this field through presentations, papers, conferences, and research.

A program of advanced standing for qualified students is offered in addition to the regular M.S.W. program. In addition to full-time matriculation, a part-time plan of study is available.

Field instruction opportunities are available throughout West Virginia and adjacent areas, as well as in a select number of settings outside the region.

Accreditation

Licensure

**Rural
Emphasis**

**Field
Instruction**

Classes focus upon a blend of local, regional, and national perspectives. The graduate program in social work offers enhanced educational opportunities in a number of specialized problem areas: aging and long-term care, family, health, and community mental health.

Careers

Graduates are employed throughout the United States and Canada. They work as individual, family, and group treatment specialists, planners, community organizers, social researchers, social work educators and administrators in a variety of programs, such as mental health clinics, hospitals, correctional institutions, courts, delinquency programs, aging programs, family counseling agencies, child protective agencies, public welfare departments, child development programs, drug and alcohol abuse programs, public schools, community action agencies, settlement houses, city governments, state government planning agencies, federal administrative agencies, and private research and development organizations concerned with human problems.

There has been a constant growth in the need for professional social workers. It is anticipated by the Bureau of Labor Statistics and other research bodies that the demand for social workers will continue to increase in numbers and in varieties of programs in which social workers are employed. The WVU social work curriculum is designed to help students prepare for these careers. Students are required to work closely with their academic advisers in selecting appropriate components in class and field learning to meet their individual needs.

Advanced Standing

Increasingly aware of the maturation of baccalaureate social work education (in which the School of Social Work has been a national leader), the graduate program provides the opportunity to simultaneously broaden and deepen the knowledge and skill levels of those with baccalaureate education in social work through a program of advanced standing.

For those who do not have a baccalaureate degree in social work or who do not qualify for the advanced standing program, the regular M.S.W. degree is offered. Through both the regular M.S.W. program and the program of advanced standing, students are exposed to the areas of social work practice, social welfare policy, theories of human behavior and social environments, social work research, and field instruction.

In addition, incoming students designate a specialized problem area or concentration on which they will focus. Available concentrations are: aging and long-term care, health, community mental health, and family.

Aging

The aging concentration is designed to provide an educational program in gerontological social work. The program presents knowledge, values, ethics and skills that enable the student to understand and critically assess the aging process; the needs, problems and resources of the aged; and the social policies, institutions, programs and services intended to address the aged. The concentration courses emphasize long term care and rural practice. Both class and field instruction emphasize the role of the M.S.W. practitioner as the administrator, supervisor, manager or planner and provider of services for the aged.

Community Mental Health

The community mental health concentration provides students with a generic model of practice as adapted to the evolving field of mental health. Particular emphasis is placed on community approaches to primary prevention and on the use of community support systems and case management systems for independent living. Field placements emphasize the mental health field as a network of interrelated agencies and functions with

attention to the tasks of planning, administration, community organization, direct practice, and research.

The family concentration provides education towards the development of the knowledge, skills, and values that enable the student to perform competently in human service systems programs and policies directly affecting family well-being. Students learn the tasks of the social worker in social service agencies, other community systems, and advocacy roles inside and outside the agency and community system. These social work roles encompass preventing and treating neglect, abuse and exploitation; developing and supervising alternative family care systems; deinstitutionalization; policy and program development; and adolescent emancipation programs. Particular emphasis is placed on direct practice roles in delivering family services.

Family

The health concentration is designed to prepare social workers for careers in rural health service delivery. Emphasis is on social work practice in health care settings, especially hospitals. Field placements are available in a range of hospitals and health clinics. Students acquire knowledge and skills in carrying out professional roles in discharge planning, creating support networks, and serving as members of medical ethics committees.

Health

A joint degree option resulting in the master of social work (M.S.W.) and master of public administration (M.P.A.) is available through the School of Social Work and Department of Public Administration of the College of Arts and Sciences. For a student admitted to the regular M.S.W. program, a total of 82 credit-hours are required to meet the joint degree requirements. For a student admitted to the advanced standing M.S.W. program, a total of 67 credit hours are required to meet joint degree requirements. Many students complete such requirements through one additional semester of study beyond the semesters required for the M.S.W. degree. Students admitted to the M.S.W. degree program may not receive credit toward the degree for courses numbered 200 to 299. Students wishing to transfer credit from another program are also subject to this restriction. Applicants for the joint degree program apply to each program separately, specifying on each application that they are a joint degree applicant. Applicants must meet the admission requirements of each program and acceptance by one program does not guarantee acceptance by the other.

Joint Degree

Additional information and descriptive materials about the joint degree program are available from either the Assistant to the Dean, School of Social Work, West Virginia University, P.O. Box 6830, Morgantown, WV 26506-6830, or the Department of Public Administration, West Virginia University, P.O. Box 6322, Morgantown, WV 26506-6322.

Students admitted to the graduate program may be admitted to the regular M.S.W. program (53 credit hours) or to the advanced standing M.S.W. program (42 credit hours). Students requesting admission must demonstrate the following:

Admission

- Proof of academic achievement. Graduate regulations require an undergraduate grade-point average of at least 2.75 for approval of candidates as a regular graduate student. An accepted applicant whose grade-point average is less than 2.75 is classified as Provisional. See the graduate catalog, "Classification of Graduate Students" for a description of admission categories.

Criteria

- Aptitude for graduate study as evidenced by performance on the Miller Analogies test or the Graduate Record Examination.

- Evidence of potential to practice social work, such as commitment to human service, and a concern and ability to work effectively with people.
- Evidence of having successfully completed at least 30 hours of upper-level courses in the liberal arts.

For full-time applicants, preference will be given in admissions to students who have a total of at least one year of paid and/or volunteer human service work experience. Applicants for the part-time program must have the equivalent of two years work experience in human services.

Admission Eligibility

Applicants falling within the following categories may be eligible for admission to the regular M.S.W. program (53 credit hours):

- Students with a baccalaureate degree in social work or social welfare whose cumulative grade-point average in their social work courses is below 3.0 (on a 4.0 scale).

- Students with a baccalaureate degree in social work or social welfare whose cumulative grade-point average in all courses is less than 2.75. Such students may be admitted as provisional students in the regular M.S.W. program.

- Students with a baccalaureate degree in a field other than social work or social welfare.

Required Courses

Students admitted to the regular M.S.W. program complete a minimum of 53 credit hours. They are required to complete three professional orientation courses: SOWK 340 *Introduction to Social Work Practice*, SOWK 331 *Social Welfare Policy and Services*, and SOWK 310 *Introduction to Growth and Behavior*. They also complete 15 credit hours of field instruction. If enrolled as full-time students, they will ordinarily complete two semesters of course work, and two semesters of concentration-focused field instruction.

Applicants meeting the following criteria are eligible for admission to the advanced standing M.S.W. program (42 credit hours):

Advanced Standing

Students with a baccalaureate degree in social work or social welfare from a program accredited by the Council on Social Work Education who have a cumulative grade-point average in all courses of 2.75 (on a 4.0 scale) and who have a cumulative grade-point average in their social work courses of 3.0 or higher are eligible for admission to the advanced standing M.S.W. program (42 credit hours).

If enrolled as full-time students, advanced standing students ordinarily complete two semesters of course work and two semesters of concentration-focused field instruction.

Part-Time Study

Applicants may be admitted as part-time students to either the regular M.S.W. program or advanced standing M.S.W. program. Part-time students must follow a degree plan that provides for the appropriate sequencing of courses. Students are required to complete at least six credit hours each semester while enrolled as part-time students. The entire degree may be completed on a part-time basis; however, the plan of study must be completed within a four-year time span.

Application Deadlines

Applications must be completed by February 1. Applicants whose admission files are completed after the deadline date will only be considered if space is available.

Full and part-time students admitted to the regular program are required to begin their program of study August 15 (fall semester).

Full- and part-time students admitted to the advanced standing program are required to begin their program of study in January (spring semester).

The School does not admit students at any times other than those outlined above.

The degree of master of social work (M.S.W.) is conferred upon those students who satisfactorily complete the requirements as established for graduate education. These requirements are:

Degree Requirements

- Satisfactory completion of no less than 53 semester hours for those admitted to the regular M.S.W. program and 42 semester hours for those admitted to the advanced standing M.S.W. program. These hours may be earned through the Morgantown program on the main campus. Exceptions in this category would pertain to candidates whose earned credit entitled them to be exempt from certain courses.

- Students may request credit for up to 12 hours earned in graduate study in approved courses. Requests for such transfer credit must be made at the time of application to the program and will be evaluated by the Admissions Committee.

- Satisfactory completion of all components of the graduate program.

Those components include course work in social work practice, social welfare policy, human behavior and social environments, social work research, a concentration area, and field instruction. A copy of the typical plan of study for degree candidates is available upon request from the School of Social Work.

Program Components

Field instruction is an integral part of graduate social work education. It provides the student with an opportunity to test classroom knowledge as well as to develop and refine advanced practice skills.

Field Instruction

Decisions regarding the field placement assignment are jointly reached by the student, faculty adviser, and field instruction coordinator. Only sites on the School of Social Work's approved list may be used for field instruction.

All courses must be completed with a grade of C or better and students must have an overall minimum grade-point average of 2.75 prior to entering field placement. Students are required to attend a pre-placement integrative seminar. Additional requirements may be imposed by the student's degree plan.

GPA

Field placement is typically completed on a full-time "block" plan. Part-time field instruction requires the completion of a minimum of three full days per week in field placement. Part-time field instruction may be combined with concurrent classroom instruction.

Block Plan

Regular M.S.W. students must complete a minimum of 113 days in field instruction. Advanced standing M.S.W. students must complete a minimum of 95 days in field instruction. Students are required to attend integrative seminars scheduled concurrently with field placement and to complete a paper dealing with the integration of field and classroom study

Summary of Degree Requirements for Advanced Standing M.S.W. Program	Advanced Practice Courses	Hours
	SOWK 441. <i>Practice with Individuals, Families, and Small Groups</i>	3
	Other Practice Courses (Selected in consultation with adviser)	6
	Human Behavior and the Social Environment	
	SOWK 311. <i>Introduction to Growth and Behavior II</i>	3
	Social Welfare Policy and Services	
	SOWK 333. <i>Social Policy Analysis</i>	3
	Research Courses	
	SOWK 313. <i>Social Work Research Methods</i>	3
	Research Elective	3
	Concentration Courses (Selected in consultation with adviser)	6
	Field Instruction	15
	Total	42

Summary of Degree Requirements for Regular M.S.W. Program	Professional Orientation Courses	Hours
	SOWK 340. <i>Introduction to Social Work Practice</i>	2
	SOWK 331. <i>Social Welfare Policy and Services</i>	2
	SOWK 310. <i>Introduction to Growth and Behavior I</i>	2
	Human Behavior and the Social Environment	
	SOWK 311. <i>Introduction to Growth and Behavior II</i>	3
	Advanced Practice Courses	
	SOWK 441. <i>Practice with Individuals, Families, and Small Groups</i>	3
	Other Practice Courses (Selected in consultation with adviser)	6
	Social Welfare Policy and Services	
	SOWK 333. <i>Social Policy Analysis</i>	3
	Research Courses	
	SOWK 313. <i>Social Work Research Methods</i>	3
	Research Elective	3
	Concentration Courses (Selected in consultation with adviser)	6
	Field Instruction	20
	Total	53

*Students may elect to take additional courses beyond these requirements.

Social Work (SOWK)

310. *Introduction to Growth and Behavior. I.* 3 hr. Study of behavior as basically learned responses acquired from social situations and experiences. Individual and group behavioral norms from varying and diverse sociocultural environments are examined.
311. *Introduction to Growth and Behavior. II.* 3 hr. PR: SOWK 310 or equiv. Further study of psycho-social and cultural determinants designed to increase knowledge and understanding of individual and group behavior through an analysis of social organizations with a special focus on the impact of deprivation.
313. *Social Work Research Methods. I, II.* 3 hr. (Research Course.) Basic concepts in social research methods. Emphasis on conceptualization of social work problems for research, role of social science theories in research, measurement options in research design, and analysis of data.

322. *Human Behavior and the Social Environment*. II. 2 hr. In this course the objective is to increase understanding of organizations, communities, and small groups as they develop, change, and affect behavior of those affiliated with them.

323. *Social Support Systems*. I, II. 3 hr. (Human Behavior and Social Environment Course.) Social science theories pertinent to social support system concepts. Formally organized systems and natural helping networks are considered. Program models related to particular target populations, such as mentally ill, the aged, etc., are examined.

324. *Human Service Organizations*. II. 3 hr. (Human Behavior and Social Environment Course.) Forces that characterize the establishment, maintenance, and transformation of human service agencies.

325. *Social Welfare in American Communities*. I. 3 hr. (Human Behavior and Social Environment Course.) Current theory and research on social welfare institutions in American communities. The course provides a conceptual framework for community practice, with particular attention to social movements, inter-organizational relationship and strategies for social change.

331. *Social Welfare Policy and Services*. I. 3 hr. (Policy Course.) Introduction to the history, development, and implementation of social policy in the United State. Special emphasis is given to those policies which have the greatest impact on non-metropolitan areas and the Appalachian region.

333. *Social Policy Analysis*. II, S. 3 hr. (Policy Course.) PR: SOWK 331. Skill development in techniques of social policy analysis. Selection of analytical methods and issues offered in different sections.

340. *Introduction to Social Work Practice*. I. 3 hr. (Practice Course.) Focuses on developing the basic framework of social work practice theory and professional values to working with individuals, groups, families, and communities.

341. *Social Treatment Groups*. II. 3 hr. (Practice Course.) PR: SOWK 340. The use of social relationships in small groups in treating personal problems.

342. *Task Group Processes*. I. 3 hr. (Practice Course.) PR: SOWK 340. The use of social relationships in small groups for problem-solving tasks.

345. *Supervision in Social Work*. II, S. 3 hr. (Practice Course.) PR: SOWK 340. Functions, conflicts, and dynamics of supervision of professionals, and the relationship of ethical and value principles.

346. *Experiential Groups*. S. 3 hr. (Practice Course.) PR: SOWK 340. Practice issues in skill development and role playing; related concerns in psychodramatic intervention.

351. *Social Management/Rural Communities*. I, II. 3 hr. (Practice Course.) PR: SOWK 340. Practice issues in skill development and community organization and development with special emphasis on rural communities.

352. *Social Planning*. II. 3 hr. (Practice Course.) PR: SOWK 340. Practice issues in skill development related to social components of comprehensive planning and functional planning systems in health, aging, manpower, social service, and other areas.

354. *Social Agency and Program Administration*. I, II. 3 hr. (Practice Course.) PR: SOWK 340. Practice issues in skill development in programming, budgeting, organization, staffing, and control of social agencies and programs.
361. *Evaluation Research in Social Work*. 3 hr. (Research Course.) PR: SOWK 313. Methods of collecting, analyzing and interpreting data on the need for, implementation and effects of social interventions. Examination of the effects of political, ethical and resource variables on the research process.
366. *Strategies of Community Research*. S. 3 hr. (Research Course.) PR: SOWK 313. Social systems approach to the study of community social phenomena in ecological context. Emphasis on the use of qualitative methods. Students engage in participant observation in natural field settings. (Graded as S or U.)
371. *Social Work With the Aged*. I. 3 hr. (Concentration Course.) Human aging as a problem in social theory, research, and practice.
372. *Concepts and Theories in Social Gerontology*. S. 3 hr. (Concentration Course.) PR: SOWK 371 or consent. Major conceptual and theoretical perspectives in social gerontology are applied to social work practice for the aged.
374. *Community Mental Health*. I. 3 hr. (Concentration Course.) An overview of the field of mental health which addresses major policy, program, practice, theory, and research issues as reflected in recent reports of the President's Commission on Mental Health. Current federal and state regulations and state plan documents are examined.
375. *Individual Consultation*. I, II, S. 1-3 hr. Individual directed study to develop extensive knowledge in social work areas of student's interest.
376. *Primary Prevention in Social Work*. S. 3 hr. (Concentration Course.) PR: SOWK 374 or consent. This course explores varying conceptual approaches to primary prevention, the social science theories and research on which they are based, and their adaption to major modes of social work practice. Specific substantive knowledge problems are addressed.
377. *Introduction to Family Social Work*. I. 3 hr. (Concentration Course.) Describes the demography of the population at risk, identifies family theory, major programs, and services and policies. Examines gaps in services and major styles of family intervention in social work roles.
378. *Family Victimology*. S. 3 hr. PR: SOWK 377 or consent. The interface of social work practice in family victimology, with emphasis on victim welfare policy and service, victim compensation programs, and victim prevention. Social concern for physical and sexual abuse, battery, and related topics.
379. *Social Work with Couples/Families*. 3 hr. (Concentration Course) PR: SOWK 377 or consent. This course explores social work practice focused on couples or families as a unit. Emphasis on intervention models oriented to couple and family relationship counseling and on clinical social work techniques.

380. *Special Topics*. I, II, S. 3 hr. Topics include: (A) Statistics for Social Work Practice; (B) Methods of Data Collection; (C) Computer Applications; (D) Family Sexuality; (E) Service Strategies of Aging; (F) Health Planning and Policy; (G) Program and Practice Models; (H) Social Work in Health Care; (I) Social Work with Substance Abuse.

381. *Social Work in Health Settings*. I. 3 hr. PR: SOWK 374. Comprehensive strategies for serving clients with physical and/or emotional problems and their families with an emphasis on direct practice approaches. Practice in traditional and non-traditional settings is examined.

441. *Advanced Practice Affecting Individuals, Families, and Small Groups*. I, II. 3 hr. (Practice Course.) PR: SOWK 340 or consent. This course includes: (a) foundation course work in social work methods; (b) an emphasis in direct social work practice; and (c) practice experiences in social service delivery for employment and/or field placement opportunities.

481. *Advanced Field Instruction 1*. I, II, S. 5-14 hr. PR: Consent. Graduate field instruction in selected settings under the general direction of the faculty.

482. *Advanced Field Instruction 2*. I, II, S. 5-14 hr. PR: Consent. Graduate field instruction in selected settings under the general direction of the faculty.

497. *Research*. I, II, S. 1-15 hr.

Part 5 Special Opportunities

National Research Center for Coal and Energy

The National Research Center for Coal and Energy (NRCCE) manages research and provides services related to energy and environmental topics. The research is conducted within academic departments across the University.

Services are provided largely in-house, although some are provided by academic departments. The center manages programs in excess of \$10 million annually and in 1991, began erecting a \$9.3 million building to house its offices, additional faculty laboratory space, and a conference center on the WVU Evansdale Campus. Through its research and service programs, the NRCCE supports a number of master's and Ph.D. students.

The center has eight divisions through which its various programs are managed. The Resource Extraction Division's programs include: the Mining and Mineral Resources Research Institute and the Appalachian Oil and Natural Gas Research Consortium. The Fuel Utilization Division's programs include: the Consortium for Fossil Fuel Liquefaction Science, US DOE Morgantown Energy Technology Center Cooperative Agreement, and the Coal and Energy Research Bureau. The Alternate Transportation Fuels Division includes the National Center for Alternate Transportation Fuels. The Market Enhancement Division includes programs on the non-fuel use of coal, combustion waste as a raw material for construction products, and a number of economic studies related to energy and the environment. The Environmental Technology Division includes: the National Mine and Land Reclamation Center, the Generic Technology Center for Respirable Dust, and the Water Research Institute. The Environmental Services and Training Division includes: the National Small Flows Clearinghouse, the National Drinking Water Clearinghouse, and the National Environmental Training Center for Small Communities. The Technical Communications Division includes the DOE EPSCoR Traineeship Program and the Oak Ridge Associated Universities programs, both dedicated to providing funding for student research assistantships. The Resource Management Division includes the NRCCE's analytical laboratory.

Students interested in learning about research opportunities with NRCCE should contact the academic department in which they plan to enroll to learn about the availability of NRCCE-related assistantships in the department. Graduate students who are currently enrolled at WVU may contact the NRCCE directly to learn about science and engineering opportunities available through the Oak Ridge Associated Universities program managed by the Technical Communications Division or about civil engineering, computer science, and public administration, or related assistantships, available in the Environmental Services and Training Division.

The NRCCE produces an annual report that provides funding information, principal investigator(s), and an abstract for each research project funded through the center. To receive the NRCCE Annual Report, write to: West Virginia University, National Research Center for Coal and Energy, PO Box 6064, Morgantown, WV 26506-6064.

Regional Research Institute

The Regional Research Institute is dedicated to multi-disciplinary research on the economic and social development of lagging regions such as Appalachia in the United States. It focuses on theories and history of regional development, methods for studying regions, and policies for stimulating their development. The Institute creates learning opportunities and provides research support for faculty members and students. It is an internationally prominent center for the advancement of regional science—an interdisciplinary field that links economics, geography, planning, and other social sciences. Throughout its distinguished three-decade history, the Institute has been a separate unit, independent of any college. Currently, the Institute brings together twenty faculty associates drawn from nine departments in five colleges, a four-person regional science faculty, an extended network of scholars elsewhere in the United States and abroad, and an outstanding group of graduate and undergraduate students.

The Institute has a long-standing reputation for its many contributions to regional science. Regional scientists use quantitative methods and mathematical models to study economic and social phenomena in a regional setting. The Institute's forte has been its pioneering research on methods for analyzing regions and its multidisciplinary approach to studying regional development. Visiting scholars and graduate students from abroad are an integral part of the Institute community. The Institute's journal, *International Regional Science Review*, circulates in more than sixty countries.

The Institute provides research experience and training to students but offers no degree program. Its regional science faculty has long staffed the regional economics doctoral courses in economics, and its alumni are among the nation's leading regional economists. A new set of courses will complement the graduate programs in agricultural economics, natural resource economics, economics, and geography.

Graduate research assistants are nominated by their departments or by faculty associates. The Institute prefers to hire doctoral candidates who have completed one year of graduate study, but master's candidates, undergraduates, and entering graduate students are considered. Most students are in economics, agricultural economics, or natural resource economics, but geography, history, law and sociology students are regularly represented, too. The students have offices at the Institute and state-of-the-art computing equipment. As their educations progress, so do their roles in research projects. They learn skills, conduct and publish research, and present papers at conferences. In 1993, three students completed dissertations based on their research at the Institute. They continued the Institute's well-established student tradition of writing articles or prize-winning papers while serving as research assistants. Final-year fellowships permit exceptional students to finish their dissertations and prepare their research for publication.

The Regional Research Institute is a National Science Foundation site for research experiences for undergraduates. Each year, 12 students, half from WVU and half selected nationally, spend their junior year at the Institute, conducting research with a faculty mentor and participating in the University's honors program.

For further information about the Institute, contact the Regional Research Institute, West Virginia University, 511 North High Street, P.O. Box 6825, Morgantown, WV 26506-6825; telephone 304-293-2897; fax 304-293-6699; or e-mail RRI@wvnmwvnet.edu

Housing Information and Research Center

The West Virginia University Housing Information and Research Center was established in 1981. The center's primary mission is to serve the general public and professionals in the field of housing and energy by providing consultant services, education programs, and demonstrations on alternative housing and energy. The center is administered by the technology education program in the College of Human Resources and Education. For further information, call (304) 293-3803.

West Virginia Rehabilitation Research and Training Center

The West Virginia Rehabilitation Research and Training Center was established in 1965 to carry out programmatic research in the area of disability. The Center's core emphasis is the application of information technology to enhance rehabilitation. This program is funded by the National Institute on Disability and Rehabilitation Research (NIDRR) of the U.S. Department of Education.

Harley O. Staggers National Transportation Center

In 1979, the U.S. Secretary of Transportation designated the first National Transportation Center at West Virginia University and recommended naming it for former Congressman Harley O. Staggers of West Virginia in recognition of his promotion of new and improved transportation systems.

The goal of the center is to develop and undertake research and educational activities that will help maintain and enhance the transportation infrastructure in West Virginia and the Appalachian region. The center is multidisciplinary and concerned with all modes of transportation in both the public and private sectors. Emphases are rural transportation, including highway, air, rail, and water modes, and public transportation. Research on automated guideway transit is also undertaken, due to the availability of WVU's Personal Rapid Transit (PRT) as a laboratory. Faculty members from different colleges and schools participate in research projects as associates of the center.

University Affiliated Center for Developmental Disabilities (UACDD)

The mission of the West Virginia University Affiliated Center for Developmental Disabilities (UACDD) is to enhance the quality of life of individuals with developmental disabilities through the provision of interdisciplinary training, exemplary services, technical assistance, information dissemination, and research. This mission is based upon the philosophy that: a) individuals with developmental disabilities have the right to productive, independent and totally integrated lives; b) family and community are the basis for independence and integration; c) systems and services should be consumer-driven; and d) a coordinated, inter-agency interdisciplinary focus is critical to enhancing the quality of life of individuals with developmental disabilities.

The Center's mandate is to serve, through academic excellence, as a state resource center for developmental disabilities and to: (a) provide interdisciplinary professional educational experiences including pre-service training for students for positions in the field of developmental disabilities and outreach training for individuals currently employed or involved in the field of developmental disabilities; (b) provide high quality services for persons of all ages with substantial disabilities and their families; (c) provide technical assistance to persons whose work relates to the field of developmental disabilities, including service providers, parents, agencies, and other organizations at the local, state, and national levels; (d) engage in research and inquiry that will contribute to the

understanding and amelioration of developmental disabilities; and (e) disseminate information to audiences on effective practices and programs, training techniques, and research findings relevant to the field of developmental disabilities. This Center is funded by the U.S. Department of Health and Human Services' Administration on Developmental Disabilities.

Multidisciplinary Studies

Multidisciplinary Studies (MDS) courses are those which analyze significant issues, problems, or themes by applying two or more disciplines to them; or which explore the theoretical and methodological relationship of two or more disciplines to each other; or which involve a combination of disciplines so as to preclude their being classified realistically as one of humanities, social science, or physical science.

Responsibility for approving MDS courses rests with the liberal studies program committee and the Faculty Senate. Each course has its own staff, drawn from the faculties of the schools and colleges of the University.

Multidisciplinary Studies (MDS)

250. *Issues in Gerontology*. II. 3 hr. PR: Consent. Analysis of societal aspects of aging and exploration of current issues in gerontology. Relating of gerontological concepts to previous course work and field experience.

Technology Field Service

The Technology Field Service Center was established in 1970. The primary mission of the center is to provide consultant personnel, development, and program design services for schools, businesses, and industries that have education and training needs in the technologies. The center is administered by the technology education program in the College of Human Resources and Education. For further information call (304) 293-3803.

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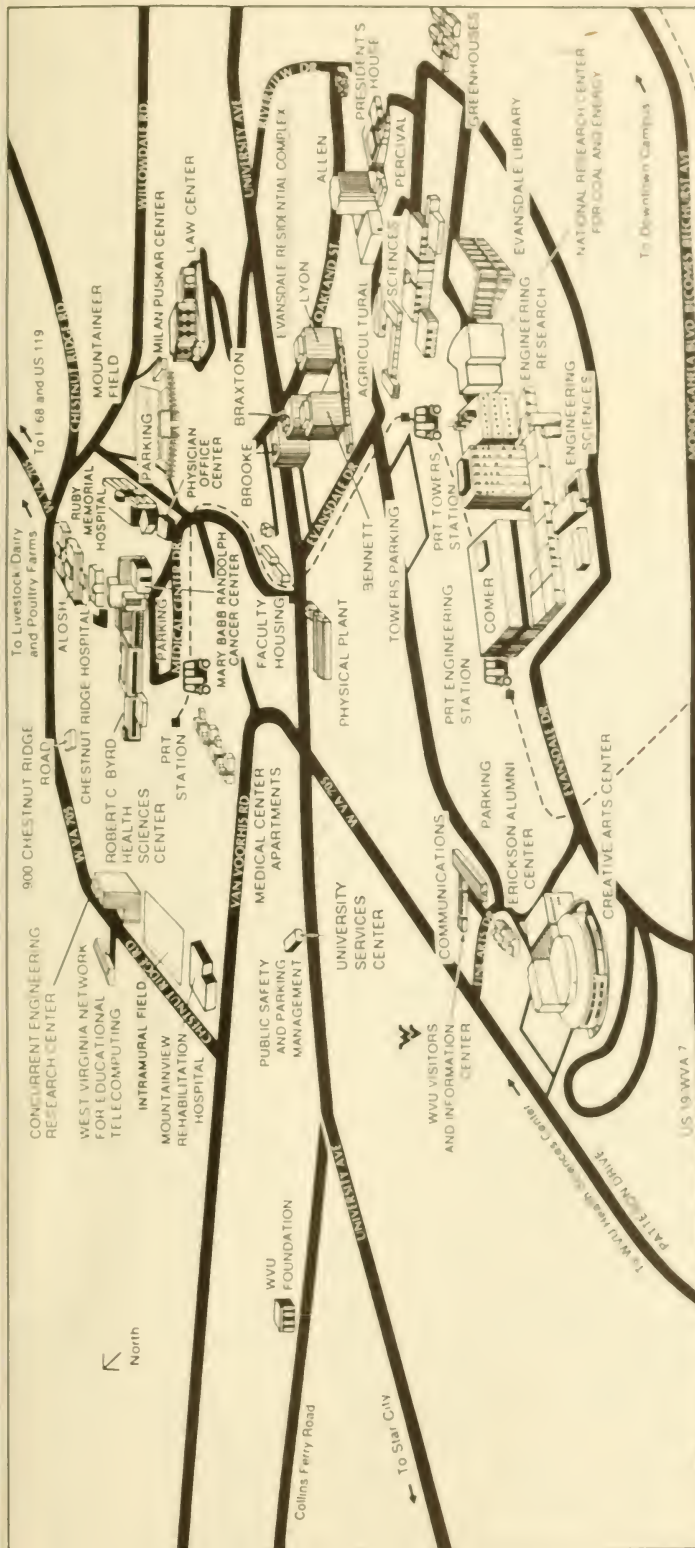
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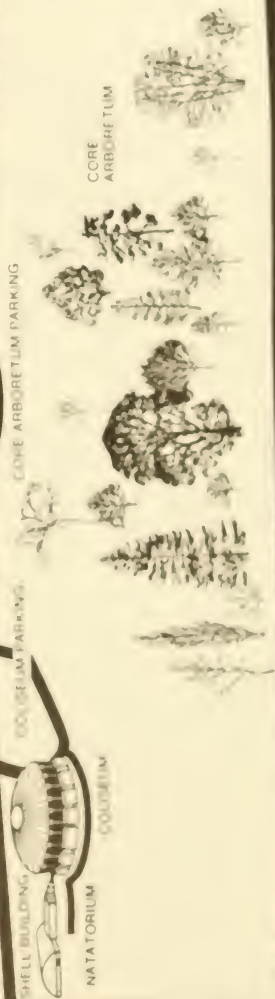
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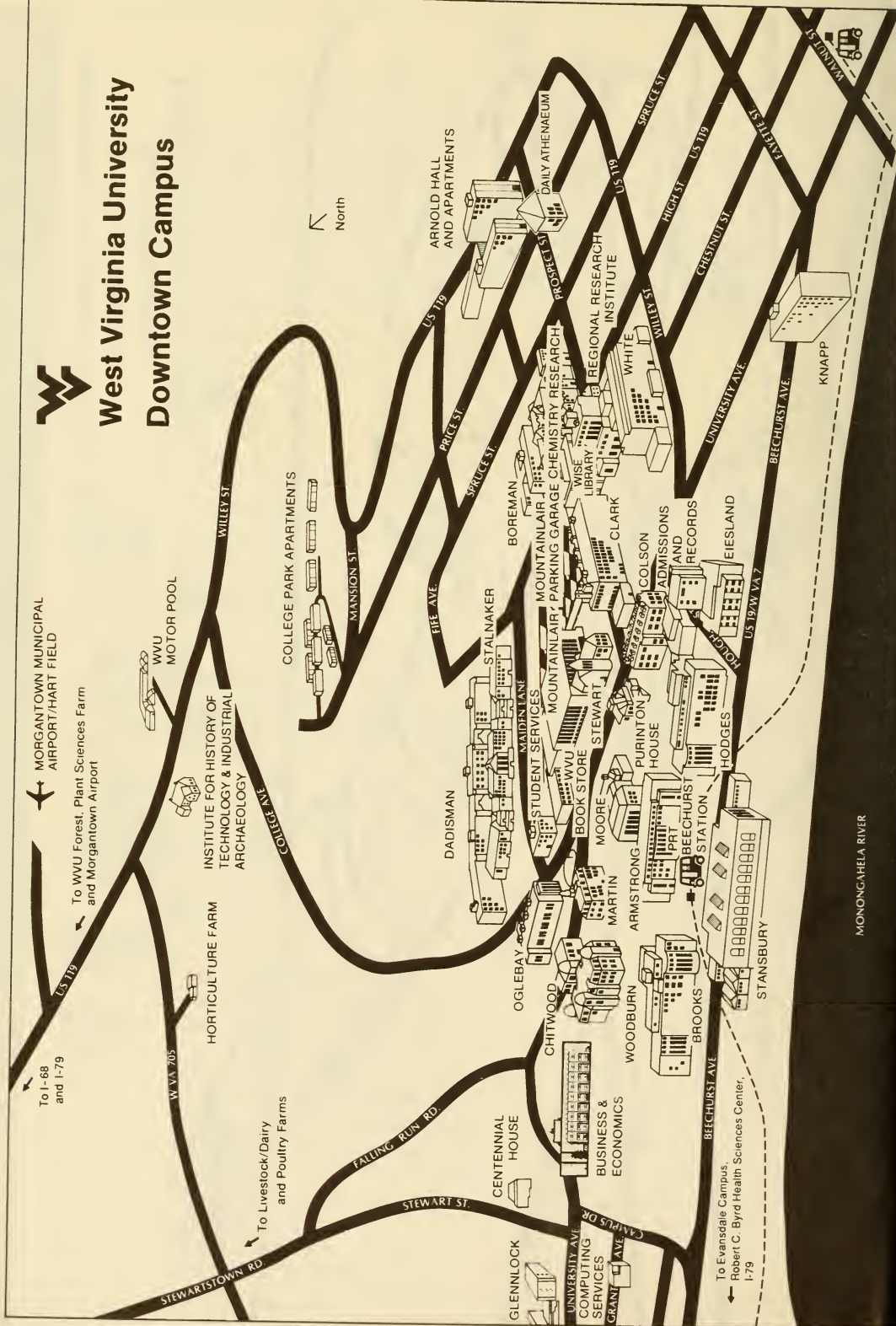


West Virginia University
Evansdale and
Robert C. Byrd
Health Sciences Campuses





West Virginia University Downtown Campus



Tentative University Calendar 1995-96

Please call the Office of Admissions and Records for the approved calendar for the 1995-96 academic year.

First Semester

Wednesday, Thursday, Friday, August 16, 17, 18	New student orientation
Friday, August 18	General registration
Monday, August 21	First day of classes
Monday, August 21	Late registration fee in effect for all students
Friday, August 25	Last day to register, add new courses, make section changes, change pass/fail and audit
Monday, September 4	Labor Day recess
Monday, September 25	Rosh Hashanah (day of special concern)
Wednesday, October 4	Yom Kippur (day of special concern)
Friday, October 6	Mid-semester
Tuesday, October 10	Mid-semester reports due
Friday, October 27	Last day to drop a class
Saturday, Nov. 18 through Sunday, Nov. 26	Thanksgiving recess
Thursday, December 7	Last day to withdraw from University
Friday, December 8	Last day of classes
Monday, Dec. 11 through Saturday, Dec. 16	Final examinations week
Sunday, Dec. 17 through Wednesday, Jan. 3	Christmas recess
Friday, December 29	Degree conferring date (no ceremonies)

Second Semester

Wednesday, Thursday, Friday, January 3, 4, 5	New student orientation
Friday, January 5	General registration
Monday, January 8	First day of classes
Monday, January 8	Late registration fee in effect for all students
Friday, January 12	Last day to register, add new courses, make section changes, change pass/fail and audit
Monday, January 15	Martin Luther King Jr., birthday recess
Wednesday, February 7 (Not a Holiday)	West Virginia University Day
Friday, March 1	Mid-semester
Tuesday, March 5	Mid-semester reports due
Saturday, March 2 through Sunday, March 10	Spring recess
Friday, March 22	Last day to drop a class
Friday, April 5	Friday before Easter recess
Thursday, April 4	Passover (day of special concern)
Thursday, April 25	Last day to withdraw from University
Friday, April 26	Last day of classes
Monday, April 29 through Saturday, May 4	Final examinations week
Monday, May 6	Grade reports for all graduates due in dean's office
Tuesday, May 7	Dean's reports on graduates due in admissions and records
Saturday, May 11	Alumni Day
Sunday, May 12	Commencement

1994 ~ 1996 Graduate Catalog
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